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ABSTRACT

Intended primarily for special education teachers and principals, the manual describes procedures for organizing and implementing career education programs for handicapped students in rural or remote areas. The program descriptions, methods, and sample forms contained in the manual were used successfully by one or more of five small, rural school districts in the state of Washington. Among suggested steps for developing career education programs are identifying key personnel (such as vocational teachers), establishing a community advisory committee, assessing student and faculty needs, selecting goals, and providing supportive services (through inservice teacher training and the use of itinerant staff members). Focused on are the following aspects of program management: delegating responsibilities to vocational rehabilitation and guidance counselors, developing a work activity guide for clarifying staff roles, problems of supervising students' work-study experiences in rural areas, visitation records and other forms for student evaluation, and career education activities. Types of program evaluation are briefly discussed, and lists of materials and resources for career education programs are appended. (LH)

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CAREER EDUCATION FOR THE HANDICAPPED
FOCUS: RURAL & REMOTE

by
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Educational Service District 109
Everett, Washington 98201

1975

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INTRODUCTION

The information contained in this manual was gathered as a result of parallel efforts in five small, rural school districts to implement career education programs for handicapped youth. The organizational methods, program format, procedures and forms described in this manual were actually used successfully in one or more of the districts.

In these five districts the special education teacher and building principal had the major responsibility for developing and implementing the program, so as a result, this manual is intended largely for their use. However, information found in the manual should be of use to anyone interested in building a career education program for the handicapped.

Districts involved in this project were:

- Sultan School District
- Stanwood School District
- Lake Stevens School District
- South Whidbey School District
- Arlington School District

IDENTIFICATION OF KEY PEOPLE

The identification of key personnel is the first vital step in the development of a career education program.

Possibilities for key people in a small district include:

- Superintendent
- Principal
- Special Education Director
- Special Education Teacher
- Vocational Teachers
  - Home Economics
  - Industrial Arts
  - Business
  - Agriculture
  - Diversified Occupation and Distributive Education
- Vocational Coordinator
- Title I Reading Specialist

When choosing key people to initiate action on the career education program, there are several factors to consider:

- Genuine interest in problems of the handicapped.
- Knowledge of and experience in working with the handicapped.
- Time to assume added responsiblility.
- Ability to spread enthusiasm and involve other people in the project.
- An open-minded approach to considering innovative program ideas.

Once these key people have been identified they should be organized into a steering committee, with a definite purpose.

The committee should elect a chairperson and recorder, establish their goals and time line.

Examples of these follow.

ROLE OF LOCAL SCHOOL DISTRICT AND CONSULTANT IN SETTING UP SPECIAL EDUCATION PROGRAMS

When agencies outside the district (i.e. Vocational Rehabilitation, Intermediate School Districts, state agencies, etc.) are going to be involved in the planning of a program, it is important to define the role each group will play. This definition can not only increase efficiency, but eliminate many problems.

Services Available from Consultant

Offer advice on tentative program plans.

Act as consultant to advisory committee.

Academic screening of applicants for special education program to help determine needs.

Make available model programs for consideration.

Suggest possibilities for funding (i.e. Title VI, special funding, etc.) and assist with application.

Suggest materials and equipment that might be most effective for program.

Coordinate itinerant services, when possible (skills testing center, D.V.R., etc.)

Make recommendations for qualifications of teacher and aide.

Develop job description (Word Activity Guide) for special ed teacher.

Interpret rules and regulations of RCW 28A.13 (H.B. 90).

Considerations for Local School District Steering Committee

Provide chairperson and recorder for planning committee.

Provide leaders and membership for advisory committee.

Determine needs of students, families and community in regard to special education programs.

Decide on program options (i.e. resource, contained, Vocational Education, etc.)

Develop curriculum to be followed in Secondary Special Education room.

Coordinate existing school programs with new special education program.

Recommend purchasing of materials/equipment needed for program.

Develop method for on-going evaluation for special education program.

Make recommendations for selection of teacher and aide.

This is a sample duty-time line chart which might be useful a program plan deadline is necessary.

Key People (Planning Committee)								
J. Smith	J. Doe	E. Corn	S. Dunn	B. Thomas	J. Stuart	G. Taylor	P. Walker	T. Smith
	X				X			
X				X				
		X	X					
	X						X	
					X			X
						X		
X	X							
				X			X	
						X		
X	X			X			X	
	X			X			X	
		X			X			
		X	X		X	X		X
		X			X	X		
X	X	X	X	X	X	X	X	X
		X	X	X		X		
		X	X	X		X		
		X	X	X		X		

	Nov. 15	Dec. 1	D
NEEDS ASSESSMENT			
Determine needs of H.S. Students	*---------*		
Determine needs of H.S. Personnel	*---------*		
Determine needs of Community	*---------*		
Find number of potencial H.S. Special Ed Students	*---------*		
Survey already existing programs	*---------*		
Comprise concise statement of need			
ADVISORY COMMITTEE			
Compile list of possible candidates		*-------	
Compose letter of invitiation & reply			
Send letter to candidates			
Choose committee members from replies			
Organize committee into workable group			
TARGET POPULATION			
Determine number and handicap of students who need help		*-------	
Decide "range" of students program will include			
Approximate number of students who will qualify			
GOALS			
Develop over-all goal(s) for program			
OBJECTIVES			
Establish measureable objectives for each goal			
Prepare timeline for meeting objectives			
Determine responsibility for meeting objectives			

line chart which might be useful in planning a career education program, particularly when necessary.

```
                Nov. 15   Dec. 1   Dec. 15   Jan. 1   Jan. 15   Feb. 1   Feb. 15   Mar. 1   Mar. 15

nts             *---------*
nnel            *---------*
                *---------*

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ms              *---------*
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J. Smith	J. Doe	E. Conn	S. Dunn	B. Thomas	J. Stuart	G. Taylor	P. Walker	T. Smith	Nov. 15	Dec. 1
		X	X	X		X				
		X	X	X		X				
					X		X	X		
X	X				X		X	X		
X	X									
	X				X			X		
X	X				X		X	X		
X								X		
X			X	X						
					X		X	X		
							X			
	X			X			X			

ACTION PLAN

- List specific activities for meeting each objective
- Decide who will direct each activity
- Develop or adapt curriculum to be used in program
- Determine materials, facilities and personnel needs for program

EVALUATION SYSTEM

- Develop system for evaluating students in program
- Plan follow-up for program graduates

BUDGET

- Itemize budget for total program
- Compute cost per pupil

WRITE PROPOSAL (When Appropriate)

- Incorporate information into proposal format
- Prepare attachments:
  - Curriculum
  - Personnel qualifications
  - Advisory committee needs

	Nov. 15	Dec. 1	Dec. 15	Jan. 1	Jan. 15	Feb. 1	Feb. 15	Mar. 1	Mar. 15
meeting						*--------*			
ctivity							*		
o be				*----------	----------	----------	----------*		
es and						*--------*			
students						*--------*			
aduates						*--------*			
ram						*----------	----------*		
								*	
proposal								*	
				*----------	----------	----------	----------*		
						--------			
					*----------	----------*			

TENTATIVE STEPS IN SETTING UP SPECIAL ED PROGRAMS

The following is a list of tentative steps to consider in setting up a special education-career education program. Depending on the goals and present status of your program you may want to delete some steps and add others.

1. Develop planning committee drawn from existing special education staff, administration, consultants, etc.

2. Determine the need for some type of special program through thorough needs assessment.

3. Organize advisory committee drawing members from all aspects of the community to provide further input for program planning.

4. Survey already existing programs (special education and mainstream classes) to avoid duplication of services.

5. Survey exemplary programs to provide a basis for selecting the appropriate kind of program.

6. Determine number of eligible students, their needs and abilities, and specify the target population.

7. Inservice entire staff in the concept of career education for the handicapped, program possibilities, results of needs surveys, etc.

8. Involve entire staff in developing goals and objectives for program.

9. Decide on type of program that will be implemented (resource room, contained or combination.

10. Determine direction of program (academic, tutorial, vocational or combination, etc.).

11. Present plan to school board for approval.

12. Develop or adopt curriculum for program.

13. Develop system for coordination of special education program and present career education/vocational education programs.

14. Decide on materials and facilities needed to carry out program and plan for purchase (Title VI, Vocational Education funds, Local funds, etc.)

15. List auxilary services required to carry out program and contract for them (those not available through school district).

16. Hire staff needed to carry out program.

17. Provide inservice to all staff involved in working with the handicapped.

18. Develop instrument for ongoing program evaluation.

COMMUNITY ADVISORY COMMITTEE

GOAL:

The goal of a community-advisory committee is to provide a source of community input and support for the school work-study program.

PURPOSE:

Provide important two-way communication between community and the school.

Review school's goals, objectives, and activities in light of their ability to meet community needs.

Encourage local support for school programs.

Help coordinating teacher and supportive staff in any way possible (i.e. help find job stations, provide field trips, etc.).

MEMBERSHIP:

Advisory committee should draw interested members from all possible aspects of community life. Suggested member sources are:

- School Administration
- Teacher/Counselor
- Labor Unions
- Labor Management
- Businessmen
- Service and Civic Groups
- Clergy
- Parents
- Students
- Members of Local Government
- Employment Service
- Local Radio/TV Stations
- Local Newspapers
- P.T.A.

The following are some suggestions to consider when choosing a committee:

Since a successful advisory committee depends on the cooperation of all members, the ability to spend time working on the committee is as important as interest in career education.

Limit membership to 10 or less - too large a group becomes unmanageable.

School authorities should not hand-pick a committee - this eliminates much randomness and validity.

At least some members should be from the same ethnic and socio-economic background as the target population.

A letter of invitation and reply sent to each candidate may be more effective in finding interested members than simply approaching possible members.

ORGANIZING THE COMMITTEE:

1. Send information explaining the goals of the advisory committee background information of relevant school programs, and an agenda to each member before the first meeting.

2. Elect a chairperson and recorder from the committee. School personnel should act as consultants.

3. Stress that the role of the committee is to advise. No legislative decisions can be made.

4. Agenda should be carefully planned before each meeting and minutes should be sent out after.

5. When possible appoint sub-committees to undertake certain action in order to save time.

6. Meetings should be informal and relaxed.

7. The frequency of meetings should be determined by need.

8. Develop system for rotation and replacement of members.

9. Decide on method for communicating recommendations to school administration, school board and other involved groups.

10. Develop voting and discussion procedures, and any other operational policies for the committee, preferably at the first meeting.

Things to remember in working with a committee:

1. Re-enforce often that the role of the committee is to advise, not legislate.

2. Keep committee informed on school policies, educational laws, etc.

3. Invite committee members to school often.

4. Report results of any action taken on suggestions made by committee.

5. Accept and investigate criticism of the committee.

6. Give credit and publicity to committee members whenever possible.

7. Don't expect committee to merely "rubber-stamp" already made decisions.

8. School personnel should acquaint committee members with the total special education program, various available services and laws governing special education.

9. Committee members should not be overworked, since they are volunteers.

10. If possible, committee meetings should be held at the vocational training facility or in special education department.

Some possible duties for advisory committee:

1. Determining skills needed by graduates to survive on-the-job.

2. Assisting program coordinator in finding work-study and training placements.

3. Helping develop training stations in their particular area of expertise.

4. Provide feedback on community reaction to program.

5. Advice on problems such as transportation to job sites, placement of graduates, etc.

6. Assisting with needs surveys, especially in the community.

NEEDS ASSESSMENT

In order to thoroughly assess the needs as related to career education of the handicapped, it is important to survey several facets of the community. Suggested groups to survey are:

- Students
- Parents
- Graduates
- Employers
- Faculty
- Administrators
- Community Members at Large

Several survey methods may be employed including:

- Community Members
  - Person to person - oral
  - Mailed Survey
  - Student - Delivered survey to parents
  - Use of Rotary Club, Kiwanis, etc.
- Students
  - Informal by teachers
  - Checklist Survey
  - Survey in "most-taken" classes
- Parents
  - Use PTA
  - Send home with students

One survey sample that might be used with several of the groups and a sample tally sheet is included.

FACULTY NEEDS SURVEY

Distribute to teachers to determine the needs, if any, they see for a special program.

Please complete this questionnaire according to the need you have seen this year.

1. How many students per hour receive a failing grade in your classes due to their inability to handle the material or program? Please list:

Class or subject	Average number of failures
EXAMPLES:	
English lit, 8th	3 (of 30)
P. E., boys	4 (of 55)

Of these students, how many do you suspect have learning, emotional, or other disorders?

_____too quiet (non-participator)
_____disruptive
_____belligerent
_____potential dropout (uninterested)
_____poor reader
_____poor computational skills
_____physically impaired
_____emotionally disturbed
_____other_____

2. What kind of special services program do you feel would be of benefit to you and the student?

3. Would you be interested in helping develop a program to suit the needs of students who do not "fit" into the regular program?

Please return completed questionnaire to the main office.

ADMINISTRATION/FACULTY

The following are possibilities for improving our vocational education offering for the handicapped. Rate each factor according to the need you see. Comments will be helpful.

Areas of Need	Critical need exists 5	4	Moderate need exists 3	2	No need exists 1	Comments
1. Special teachers for the handicapped						
2. Special counselors for the handicapped						
3. Psychologists trained in evaluating emotional and learning needs of the handicapped						
4. Special staff person(s) skilled in developing programs for the handicapped and working with other staff members						
5. Paraprofessional staff						
6. Inservice training for total staff relative to the handicapped						
7. Inservice training of special staff who work with the handicapped						
8. New facilities						
9. Modification of present facilities						
10. Special equipment						
11. Special programs for the handicapped						
12. More state and federal aide						
13. Better contacts with other agencies that work with the handicapped						
14. Informational services regarding the training of the handicapped						
15. A plan or model to follow in providing for the						

2. Special counselors for the handicapped						
3. Psychologists trained in evaluating emotional and learning needs of the handicapped						
4. Special staff person(s) skilled in developing programs for the handicapped and working with other staff members						
5. Paraprofessional staff						
6. Inservice training for total staff relative to the handicapped						
7. Inservice training of special staff who work with the handicapped						
8. New facilities						
9. Modification of present facilities						
10. Special equipment						
11. Special programs for the handicapped						
12. More state and federal aide						
13. Better contacts with other agencies that work with the handicapped						
14. Informational services regarding the training of the handicapped						
15. A plan or model to follow in providing for the needs of the handicapped						

The following is the needs survey conducted by South Whidbey steering committee before they began planning for the career education program for the handicapped.

TO: Faculty

FROM: Alice Kahler, Paula Hinchee

DATE: May 27, 1975

SUBJECT: Special Education

Some teachers have indicated that the Special Ed Program does not really help them or their students. The fact that they have stated their feelings is good. We would like more input from all the teachers on how can we help both your class and your students.

With the assistance of ISD 109, we are in the process of planning a program for students who are not able to or who are not interested in earning a diploma. We would like to offer them survival skills in reading, math, social studies, practical training, and an alternative to a diploma.

There are two groups of students for whom we hope to develop a program: (1) those students that qualify for Special Ed funds (basically 7th - 9th grade), (2) those students that qualify for Title I funds (that gray area that might be classified Special Ed--basically 10-12 grade).

Before we can proceed, we need to know whether the program really would help you <u>and</u> whether we have your cooperation.

Below are three basic programs being considered each leading to the other. A student may enter at any point however. The first program is for the 7th and 8th graders; the second, 9th and 10th graders; the third, 11th and 12th graders.

Please--make notes, suggestions, opinions, additions, or deletions, <u>Be frank.</u> It won't help you if it isn't what you want or what you think is needed.

7th and 8th Grade

The first program would concentrate on offering the basic skills in reading and math with any one or combination of the following procedures. How could each help you or not help you:

A. Students would be referred, tested, qualified, and placed in a Special Ed reading or math class--such as was done this year.

B. Students would be referred, tested, qualified for Special Ed tutoring for 20 minute periods during their English class, but they will remain in a regular English class. It would be much like the high school tutoring program now.

C. The students would be tutored in class at the teacher's request. The students would have to be tested and qualified for Special Ed. To fund the program, this is called "mainstreaming."

D. Outside preparation of Special Ed materials for the teacher to use with slow learners in their class. Students will still have to be tested and qualified for Special Ed funds.

E. In addition to any one of the above, you could receive inservice training for using Special Ed materials.

F. Other suggestions:

9th and 10th Grade

The second program would concentrate on pre-vocational skills and work stations. The work stations would first be within the school--both in and out of class. Then they would be within the community. The following are just some suggestions of the types of work stations that could be set up: cafeteria, kindergarten, shop, electronics, AV repair, grounds-landscaping, janitor, PE equipment repair. This type of program would need the cooperation of the faculty and other classified personnel.

We would provide pre-vocational testing for all prospective candidates before entering the program. Special materials could be paid for by Special Ed funds, Title I, funds for Vocational Special Programs. How could each help you or not help you:

A. Inservice Training by Mrs. Kahler, Mrs. Finchee, or ISD 109

B. Supervision by Special Ed teacher and/or aide or tutor of special ed students in your classroom.

C. Tutoring by Special Ed teacher and/or aide or tutor to handle problems in vocabulary or math encountered by students in your class

D. A special class offered in which the students would (1) have to take a class in work habits, attitudes, pre-vocational skills; (2) be

rotated through approximately nine work stations during the school year and meet the list of skills that is to be learned at each station; (3) be grouped into groups of 1-3 students; (4) be recommended for the class. Would you be willing to have groups of 1-3 students (slow learners) working within your classroom at a training station?

If so, you would have use of special materials for use with other classes when not used by the special students. An evaluation would have to be turned in weekly on each special student.

E. Other suggestions:

11th and 12th Grade

ISD 109 is working on a proposal for a Skill Center to be located at Paine Field. The property has already been deeded over to the host district. There are 25 acres that can be used for the facilities. The programs are being selected at this time and include the following:

Veterinary Aides
Horticulture
Engineering Technicians-Surveyors
Auto Mechanics
Welders
Carpenters
Electricity-Electronics
Cosmotologist
Truck/Bus Drivers
Machinists
Plastics/Boatbuilders
Custodial
Telephone Operators
Secretaries/Legal-Medical
Keypunch Operators
Food Service

The students will spend half time at the skill center and half time at school. The time spent in school would possibly be in a core program of basic English, math, and social studies. There are other classes they could take.

Do you have any thoughts or suggestions or feelings concerning this type of program for the 11th and 12th graders that you could share with us:

Another alternative would be to have the students enrolled in regular classes. Then the students would be tutored in class at the teacher's request. This is called "mainstreaming."

We realize that the survey is long, but the time you take to read and comment will benefit both you and the students. Thanks in advance for any help you can give us.

The following is part of the community survey taken by the advisory committee of Lake Stevens High School.

1. When some children do poorly in school, people place some of the blame on the children, some on the child's home life, some on the school, and some on the teachers.
   WHERE DO YOU PLACE THE CHIEF BLAME?
   0 On Children 5 Child's home life 0 On School 3 On Teachers
   1 Combination 2 No Opinion
2. Should a student be able to progress through the school system at his own speed and without regard to grade level?
   5 Yes 3 No 3 No Opinion
3. Is it the job of the local public schools to educate children with maturational and/or developmental blocks to learning?
   11 Yes 0 No 0 No Opinion
4. Should special education children be placed in a separate learning environment for:
   1 All Academic Work 4 Some Work 4 Kept in General Classes
   2 Tutored 0 No Opinion
5. Should special education children be transported separately to a special learning center?
   1 Yes 8 No ___ No Opinion 3 Depends on the Severity of the Problem
6. Should mass testing be done to be reasonably certain that all students with serious learning disabilities are identified?
   5 Yes 6 No ___ No Opinion
7. How much should be spent on "Special Education" children?
   7 More than a Regular Student 4 Same ___ Less Than
8. How should the cost of educating learning disabled youngsters be handled?
   ___ Federal Government 5 State Government ___ Local Taxes
   ___ Parents of child 6 Combination

RECOMMENDATIONS:

1) Vocational education programs from elementary level through high school are needed. 2) Award a trade degree rather than academic diploma for students in Special Education. 3) Children with problems should be kept in as normal a peer group environment as possible. 4) Teach to child's strengths. 5) Eliminate the stigma of special education classrooms.

POSSIBLE SURVEY ITEMS FOR STUDENT SURVEY:

Career Development Skills:

1. Do you know how to find out what people do in each job?
2. Do you know how to find out what a job pays?
3. Do you know how to find out what jobs are in your town?

Job-getting Skills:

1. Do you know how to fill out a job application?
2. Do you know how to interview for a job?
3. Do you know how to learn about jobs you can get right out of school?
4. Do you know how to read the want ads?

Survival Skills:

1. Do you know how to open a savings and checking account?
2. Do you know how to get a social security card?
3. Do you know how to register to vote?
4. Do you know how to join a Union?
5. Do you know how to make up a budget?
6. Do you know where you can get a lawyer?

These survey items could be used simply as in informational yes-no survey, or students could be required to complete activities in each area.

In addition to a survey in the area of career education, achievement test scores can be useful in determining the functioning level of the students, and resulting entry level skills required for the program.

TALLY SHEET

NEED FOR CAREER DEVELOPMENT SKILLS
STUDENTS, FACULTY, PARENTS, GRADUATES

SKILLS AREA # I	% Showing Need		
	STUDENTS	PARENTS	EMPLOYERS
JOB TASKS			
LIFE STYLE			
JOB PAY			
JOB DEMAND			
NUMBER RESPONDING			

TALLY SHEET

NEED FOR CAREER DEVELOPMENT SKILLS
STUDENTS, FACULTY, PARENTS, GRADUATES

	% Showing Need			
	STUDENTS	PARENTS	EMPLOYERS	FACULTY

In addition to assessing needs, it is important to assess personnel and facilities already available to help implement career education programs.

A School-Community Resource survey might look like this:

SCHOOL AND COMMUNITY INFORMATION

1. Career Development Materials with reading levels appropriate for handicapped learners:
   - Books
   - Pamphlets
   - Career Kits
   - Films or Videotapes
   - Filmstrips
   - Job Kits
   - Records or Tapes
   - Periodicals
   - Manuals
   - Trade School Catalogs
   - U. S. Armed Service Catalogs

2. Occupational Preparation Programs
   - Vocational-Tech. Schools
   - Private Vocational Skills
   - Sheltered Workshops with training facilities
   - Apprenticeship Programs

3. Job Placement Assistance
   - State Employment Office
   - Private Employment Agencies
   - Manpower
   - N.Y.C.
   - CETA
   - DVR

4. Career Counseling Agencies
   - U. S. Army Recruiting Centers
   - Community Counseling Centers

5. Help for Emotional, Physical & Mental Problems
   - Mental Health Centers
   - Counseling Centers
   - Planned Parenthood
   - Family Planning
   - County Mental Retardation Board
   - United C.P. Association
   - Residential Care Facilities
   - Community Services for the Blind/Deaf

SCHOOL AND COMMUNITY INFORMATION (CON'T)

6. Agencies Providing Support and Help (Speakers, Monatory, etc.)
   - Lions Club
   - Rotary Club
   - Chamber of Commerce
   - Community Health Department
   - Colleges and Universities
   - Community Businesses

7. Current Programs In The Building Dealing With Carreer & Vocational Guidance and Education.
   - A "Careers" Class
   - Home Ec. Classes
   - D.O. Program
   - Family Life Classes
   - Industrial Arts Classes
   - Business Classes
   - Teachers with particular vocational experiences

SELECTION OF GOALS FOR A CAREER EDUCATION PROGRAM

Identified needs should provide the basis for selection of program goals. In addition to formal needs assessment goals should reflect state and local educational philosophy, personality of the community, and the present provisions for education of the handicapped in the district.

Career Education is such a broad concept that stating one over-all goal is difficult. However, in general Career Education should provide handicapped youth with experiences to help them:

1. develop their positive self concept,
2. realistically assess their abilities,
3. develop their decision-making abilities,
4. explore appropriate occupational choices, and
5. provide them with skills necessary to succeed in the world of work.

In addition, the following statements reflect the basic elements of career education for the handicapped:

1. Career Education should be an integral part of all education for the handicapped.
2. Career Education should be a continuum of development from K through employment.
3. Career Education provides realistic assessment of abilities and disabilities to aid development of vocational skills.
4. Career Education promotes wholesome attitudes and good work habits.
5. Career Education encourages development of the total person - job skills, leisure activities, home and family life responsibilities, and community participation.

In addition to the development of one or more overall program goals, specific objectives related to the goal(s) are recommended. Objectives serve to break the total career education concept into workable segments. Some suggested objectives are:

1. To make classroom instruction more relevant by relating it to job skills.
2. To provide an opportunity for school-community involvement.
3. To realistically prepare students for dealing with life situations related to the world of work (i.e. transportation, handling money, etc.).

4. To alert students to community resources available to them after graduation (employment services, D.V.R., counselors, etc.).

5. To provide students work experiences and out of school adult contacts for a more realistic view of their future.

6. To help instructors realize specific strengths and shortcomings of their students.

7. To emphasize continuous reinforcement of learned academic and vocational skills.

8. To allow immediate application of technical and social skills.

9. To develop specific knowledge and skills needed for successful family life, good citizenship and financial stability.

10. To point out the necessity for curriculum improvement in the K-12 system.

11. To encourage students to complete their educational program by making in-school time more relevant to the "real" world.

12. To help students realize the need for economic productivity in our society.

13. To explain the role each person plays in the economic system - taxpayer, consumer, producer, etc.

14. To realize the likelihood of having to change jobs and/or occupations several times after graduation.

15. To experience the mechanics of looking for, applying for and getting a job.

16. To develop student's occupational awareness, therefore, improving his ability to make a wise career choice upon graduation.

17. To implement academic curriculum, especially for students who are not goal-oriented.

18. To provide for students an opportunity for developing and testing attitudes, values, abilities and interests.

19. To expand student's outlook of opportunities in the world of work.

20. To help students and their families realistically assess their abilities and interests, and relate these to a specific field and/or job.

21. To improve student related communications between teachers, counselors, and administration.

22. To improve school-community relationships through an active advisory committee and employer-counselor contacts.

23. To provide the previously academically unsuccessful student with successful school-related experiences.

24. To help students develop problem solving abilities and effective communication techniques.

25. To encourage student to evaluate himself in terms of his and other's expectations.

26. To provide placement services for program graduates.

27. To make entire school curriculum more relevant by developing better awareness of constantly changing demands of world of work.

28. To help students develop good self concept in terms of career goals.

29. To direct students to sources of local employment assistance which can help them adjust to job changes throughout their working years.

30. To help students make a smooth transition from school to work.

31. To identify students who are vocationally handicapped and could be helped by a school work-study program.

32. To provide inservice to entire school staff on importance and methods of implementing career education.

33. To increase the quality and number of facilities provided through the school by taking advantage of those already in the community.

34. To reduce student drop-out rate through a curriculum that relates subject matter to a real career situation.

35. To provide an inexpensive source of additional learning resources to the students by active involvement of the community.

36. To involve all students at all levels in an on-going development of their personalities and abilities.

37. To provide the opportunity for all students, especially the academically slow and accelerated, to seek learning experiences at his own level.

38. To assist students in developing their realistic decision-making abilities.

FUNDING ALTERNATIVES

Examining funding sources and previously funded projects can provide ideas for meeting the needs of handicapped students in your district.

Some funding alternatives to consider are:

VOC ED

The Vocational Education Amendments Act of 1968 provides that 10% of Vocational Education funds be used in programs for the handicapped.

Applications for Vocational Education funds must be in the form of a project proposal clearly stating the goals, procedures, budget and evaluation of the program.

Applications are reviewed on the following basis:

1. Impact of meeting vocational needs of youth.
2. Impact on reducing youth unemployment.
3. Extent to which project promotes cooperation between public education and appropriate manpower agencies.
4. Relevance to priority areas in vocational education specified in the long-range program plan.
5. Adequacy and competence of personnel designated to carry out the program.
6. Adequacy of facilities.
7. Reasonableness of cost estimate.

For further information contact the State Division of Vocational-Technical and Adult Education Services.

TITLE II SPECIAL NEEDS

Districts may make application for published materials to supplement programs for handicapped when special needs can be shown. Again these funds are competitive but proposals which deal with programs for the handicapped are encouraged. As with other Title programs information about Title II can be obtained from the offices of the State Superintendent.

TITLE III E.S.E.A. INNOVATIVE AND EXEMPLARY PROGRAMS

Fifteen percent of the state's allocation of Title III ESEA funds are to be awarded to innovative or exemplary programs for children with handicapping conditions. Because of the philosophy of this Title, obtaining program approval is a highly competitive proposition. Guidelines for submitting proposals may be obtained from your State Office.

P.L. 91.230, TITLE VI PART B AND D

Limited funding is provided on a competative basis to school districts under two paragraphs of Title VI. Part B funding is available for direct programs for children. These proposals are often designed as new, supplemental or extended year or summer programs. Part D funds are designated for inservice programs. Training programs are available to a variety of individuals who are involved in programs for the handicapped.

Monies are also available from Department of Health, Education and Welfare under various titles and programs. In addition, private agencies and large companies may be able to provide funds for specific types of career ed programs.

ANCILLARY SERVICES

In small, rural districts it is almost impossible for the special education teacher to provide all services to the wide range of handicapped students. For this reason it is important for small schools to take advantage of available supportive services and cooperative programs, whenever possible.

Following are four examples of ancillary, supportive services.

Cooperative Mobile Wage-Earning Home Ec Program

Program designed to prepare students for entry level jobs in home economics related occupations. While the curriculum would center around specific job skills, social adjustment, grooming, job relationships, consumer education and basic life skills could be an integral part of the course. Main units of study might include family development, home and small institutional care, food service and clothing repair.

Secondary E.M.R. students involved in the career education program would be eligible.

Mobile Vocational Evaluation Unit

Program developed to evaluate handicapped students in the career education program for the purpose of making recommendations for job placement, skill development and further training. The evaluator will use assessment devices in the areas of achievement, intelligence, personality, aptitude, interest and specific vocational skills. After making the assessment, the evaluator, special ed teacher and student will work out a vocational program.

Services may incorporate D.V.R. involvement.

D.V.R. Pre-Vocational Counselors

When possible, the local office of the Department of Vocational Rehabilitation may be able to supply a part or full time counselor to work with students who have a vocational handicap. The object of early D.V.R. involvement is to help the school provide preventative service to students before anti-social behavior patterns become fixed. Since all students who are clients of D.V.R. become eligible for S.V.R. services, D.V.R. involvement could greatly expand program possibilities.

NARC-OJT

This on-the-job training program is a national contract between the U.S. Department of Labor and the National Association for Retarded Citizens. The program is designed to demonstrate that the mentally retarded worker represents significant potential manpower and to open new competitively paying jobs for the mentally retarded worker. NARC-OJT and the employer enter into an agreement whereby, NARC reimburses 50% of the first 160 hours wages and 25% of the next 160 hours wages, with the understanding that employment will be continued after the reimbursement period. The employer retains the right to terminate employment at any time.

To be eligible a student must have an I.Q. of 80 or below, be work-ready and be in his final year of formal education.

Some other local sources of assistance might be:

County Mental Retardation Office

Local Association for Retarded Children

County Nurse

Day Care and Training Programs

Local Group Homes and Boarding Schools

State Employment Office

Y.M.C.A.

State Employment Office (information on laws and regulations governing youth employment)

Goodwill Industries of America

To find out which services may be available to you, contact:

Intermediate School District

State Superintendent of Instruction

State Vocational Education Department

Mental Retardation Board

Association for Retarded Children

Nearby larger districts

Local colleges or universities

TEACHER TRAINING

Supportive services in the area of teacher training are also necessary if handicapped students are to receive the full benefit of a career education program. This teacher training should include all regular classroom teachers in addition to the special educators.

This involvement of regular classroom teachers is especially important in small rural schools since in the small district handicapped students are usually integrated into the regular classrooms.

To encourage teachers to participate in inservice or training workshops, several suggested alternatives are:

1. Provide release time for teachers.
2. Provide inservice credit related to the pay scale.
3. Work through a college or university to provide college credit to teachers.
4. Pay teacher's expenses to attend classes.
5. Include inservice as part of orientation in the Fall.

Some inservice topics to consider are:

- Procedure for Referring Handicapped Students
- Role and Function of Special Education
- Awareness of Handicapping Conditions
- Learning Characteristics of the Handicapped
- Materials Modification
- Use of Ancillary Personnel (psychologists, therapists, etc.)
- Classroom Management
- Career Education Concept
- Infusion of Career Education into Curriculum
- Communications between regular and special education teacher
- Student Evaluation
- Dealing with Parents
- Teaching Survival Skills to the Handicapped

These are just ideas for possible inservice workshops.

The most important source of information on specific topics to inservice should come from a thorough needs assessment of the teachers.

Included in this section are sample activities that have been successfully used in teacher inservices.

SURVEY OF VIEWS ON CAREER EDUCATION

Conditions calling for Educational Reform

Career education hopes to correct the following criticisms of American Education:

1. Too many persons leaving our educational system are deficient in the basic academic skills required for adaptability in today's rapidly changing society.

2. Too many students fail to see meaningful relationships between what they are being asked to learn in school and what they will do when they leave the educational system. This is true of both those who remain to graduate and those who drop out of the educational system.

3. American education, as currently structured, best meets the educational needs of that minority of persons who will someday become college graduates. It has not given equal emphasis to meeting the educational needs of that vast majority of students who will never be college graduates.

4. American education has not kept pace with the rapidly changing post-industrial society. As a result, both over-educated and under-educated workers are present in large numbers. Both the boredom of over-educated worker and the frustration of the under-educated worker have contributed to the growing presence of worker alienation in the total occupational society.

5. Too many persons leave our educational system at both the secondary and collegiate levels unequipped with the vocational skills, the self-understanding and career decision-making skills, or the desire to work that are essential for making a successful transition from school to work.

6. To growing need for and presence of women in the work force has been adequatey reflected in neither the educational nor the career options typically pictured for girls enrolled in our educational system.

7. The growing needs for continuing and recurrent education on the part of adults are not being adequately met by our current systems of public education.

8. Insufficient attention has been given to learning opportunities outside of the structure of formal education which exist and are increasingly needed by both youth and adults in our society.

9. The general public including parents and the business-industry-labor community has not been given an adequate role in formulation of educational policy.

10. American education as currently structured, does not adequately meet the needs of minority, nor of economically disadvantaged persons in our society.

11. Post high school education has given insufficient emphasis to educational programs at the sub-baccalaureate degree level.

IN YOUR OPINION how VALID was each of these statements? To what degree is each statement APPROPRIATE to use in relation to the rising career education movement?

Condition	VALID			APPROPRIATE		
	Yes	No	Not Sure	Yes	No	Not Sure
1.	___	___	___	___	___	___
2.	___	___	___	___	___	___
3.	___	___	___	___	___	___
4.	___	___	___	___	___	___
5.	___	___	___	___	___	___
6.	___	___	___	___	___	___
7.	___	___	___	___	___	___
8.	___	___	___	___	___	___
9.	___	___	___	___	___	___
10.	___	___	___	___	___	___
11.	___	___	___	___	___	___

Career Education is based on a number of concepts including:

1. Since both one's career and one's education extend from the preschool through the retirement years, career education must also span almost the entire life cycle.

2. The concept of productivity is central to the definition of work and so to the entire concept of career education.

3. Since "work" includes unpaid activities as well as paid employment, career education's concerns, in addition to its prime emphasis on paid employment, extend to the work of the student as a learner, to the growing numbers of volunteer workers in our society, to the work of the full-time homemaker, and to work activities in which one engages as part of leisure and/or recreational time.

4. The cosmopolitan nature of today's society demands that career education embrace a multiplicity of work values, rather than a single work ethic, as a means of helping each individual answer the question "Why should I work?"

5. Both one's career and one's education are best viewed in a developmental, rather than in a fragmented, sense.

6. Career education is for all persons -- the young and the old; the mentally handicapped and the intellectually gifted; the poor and the wealthy; males and females; students in elementary schools and in the graduate colleges.

7. The societal objectives of career education are to help all individuals: a) want to work; b) acquire the skills necessary for work in these times; and c) engage in work that is satisfying to the individual and beneficial to society.

8. The individualistic goals of career education are to make work: a) possible, b) meaningful, and c) satisfying for each individual throughout his or her lifetime.

9. Protection of the individual's freedom to choose and assistance in making and implementing career decisions are of central concern to career education.

10. The expertise required for implementing career education is to be found in many parts of society and is not limited to those employed in formal education.

To what extent do you agree with each of the 10 basic concepts listed in this document:

CONCEPT	AGREE	DISAGREE	NOT SURE
1	_____	_____	_____
2	_____	_____	_____
3	_____	_____	_____
4	_____	_____	_____
5	_____	_____	_____
6	_____	_____	_____
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
10	_____	_____	_____

The following are basic assumptions about possible results of a career education program:

1. If students can see clear relationships between what they are being asked to learn in school and the world of work, they will be motivated to learn more in school.

2. There exists no single learning strategy that can be said to be best for all students. Some students will learn best by reading out of books for example, and others will learn best by combining reading with other kinds of learning activities. A comprehensive educational program should provide a series of alternative learning strategies and learning environments for students.

3. Basic academic skills a personally meaningful set of work values, and good work habits represent adaptability tools needed by all persons who choose to work in today's rapidly changing occupational society.

4. Increasingly, entry into today's occupational society demands the possession of a specific set of vocational skills on the part of those who seek employment. Unskilled labor is less and less in demand.

5. Career development, as part of human development, begins in the preschool years and continues into the retirement years. Its maturational patterns differ from individual to individual.

6. Work values, a part of one's personal value system, are developed, to a significant degree, during the elementary school years and are modifiable during those years.

7. Specific occupational choices represent only one of a number of kinds of choices involved in career development. They can be expected to increase in realism as one moves from childhood into adulthood and, to some degree, to be modifiable during most of one's adult years.

8. Occupational decision making is accomplished through the dynamic interaction of limiting and enhancing factors both within the individual and in his present and proposed environment. It is not, in any sense, something that can be viewed as a simple matching of individuals with jobs.

9. Occuaptional stereotyping currently acts to hinder full freedom of occuational choice for both females and for minority persons. These restrictions can be reduced, to some extent, through programmatic intervention strategies begun in the early childhood years.

10. Parent socio-economic status acts as a limitation on occupational choices considered by children. This limitation can be reduced, to a degree, by program intervention strategies begun in the early years.

11. A positive relationship exists between education and occupational competence, but the optimum amount and kind of education required as preparation for work varies greatly from occupation to occupation.

12. The same general strategies utilized in reducing worker alienation in industry can be used to reduce worker alienation among pupils and teachers in the classroom.

13. While some persons will find themselves able to meet their human needs for accomplishment through work in their place of paid employment, others will find it necessary to meet this need through work in which they engage during their leisure time.

14. Career decision making skills, job hunting skills, and job getting skills can be taught to and learned by almost all persons. Such skills, once learned, can be effectively used by individuals in enhancing their career development.

15. Excessive deprivation in any given aspect of human growth and development can lead to retardation of career development. Such deprivation will require special variations in career development programs for persons suffering such deprivation.

16. An effective means of helping individuals discover both who they are (in a self concept sense) and why they are (in a personal awareness sense) is through helping them discover their accomplishments that can come from the work that they do.

17. Parental attitudes toward work and toward education act as powerful influences on the career development of their children. Such parental attitudes are modifiable through programmatic intervention strategies.

18. The processes of occupational decision making and occupational preparation can be expected to be repeated more than once for most adults in today's society.

19. In choosing an occupation, one is, in effect, choosing a lifestyle.

20. Relationships between education and work can be made more meaningful to students through infusion into subject matter than if taught as a separate body of knowledge.

21. Education and work can increasingly be expected to be interwoven at various times in the lives of most individuals rather than occurring in a single sequential pattern.

22. Decisions individuals make about the work that they do are considerably broader and more encompassing in nature than are decisions made regarding the occupations in which they are employed.

23. Good work habits and positive attitudes toward work can be effectively taught to most individuals. Assimilation of such knowledge is most effective if begun in the early childhood years.

24. The basis on which work can become a personally meaningful part of one's life will vary greatly from individual to individual. No single approach can be expected to meet with universal success.

25. While economic return can almost always be expected to be a significant factor in decisions individuals make about occupations, it may not be a significant factor in many decisions individuals make about their total pattern of work.

In your opinion, to what extent is each of the 25 programmatic assumptions of career education listed, VALID?

ASSUMPTION	VALID	INVALID	NOT SURE
1	____	____	____
2	____	____	____
3	____	____	____
4	____	____	____
5	____	____	____
6	____	____	____
7	____	____	____
8	____	____	____
9	____	____	____
10	____	____	____
11	____	____	____
12	____	____	____
13	____	____	____
14	____	____	____
15	____	____	____
16	____	____	____
17	____	____	____
18	____	____	____
19	____	____	____
20	____	____	____
21	____	____	____
22	____	____	____
23	____	____	____
24	____	____	____
25	____	____	____

The following kinds of tasks are suggested for initial implementation of a comprehensive career education effort.

A. All classroom special education teachers will:

1. Devise and/or locate methods and materials designed to help pupils understand and appreciate the career implications of the subject matter being taught.

2. Utilize career-oriented methods and materials in the instructional program, where appropriate, as one means of educational motivation.

3. Help pupils acquire and utilize good work habits.

4. Help pupils develop, clarify, and assimilate personally meaningful sets of work values.

5. Integrate, to the fullest extent possible, the programmatic assumptions of career education into their instructional activities and teacher-pupil relationships.

6. Providing students with specific vocational competencies at a level that will enable students to gain entry into the occupational society.

7. Helping students acquire job-seeking and job-getting skills.

8. Participating in the job-placement process.

9. Helping students acquire decision-making skills.

B. The business-labor-industry community will:

1. Provide observational, work experience, and work-study opportunities for students <u>and</u> for those who educate students (teachers, counselors, and school administrators).

2. Serve as career development resource personnel for teachers, counselors, and students.

3. Participate in part-time and full-time job placement programs.

4. Participate actively and positively in programs designed to lead to reduction in worker alienation.

5. Participate in career education policy formulation.

C. Counseling and guidance personnel will:

1. Help classroom teachers implement career education in the classroom.

2. Serve, usually with other educational personnel, as liaison contacts between the school and the business-industry-labor community.

3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

4. Help students in the total career development process, including the making and implementation of career decisions.

5. Participate in part-time and full-time job placement programs and in follow-up studies of former students.

D. The home and family members where pupils reside will:

1. Help pupils acquire and practice good work habits.

2. Emphasize development of positive work values and attitudes toward work.

3. Maximize, to the fullest extent possible, career development options and opportunities for themselves and for their children.

E. Educational administrators and school boards will:

1. Emphasize career education in the special education program as a priority goal.

2. Provide leadership and direction to the special education career education program.

3. Involve the widest possible community participation in career education policy decision making.

4. Provide the time, materials, and finances required for implementing the career education program.

5. Initiate curriculum revision designed to integrate academic, general, and vocational education into an expanded set of educational opportunities available to all students.

In your opinion, how appropriate is each of the tasks.

TASK	APPROPRIATENESS OF TASK		
	YES	NO	NOT SURE
A-1	___	___	_____
A-2	___	___	_____
A-3	___	___	_____
A-4	___	___	_____
A-5	___	___	_____
A-6	___	___	_____
A-7	___	___	_____
A-8	___	___	_____
A-9	___	___	_____
B-1	___	___	_____
B-2	___	___	_____
B-3	___	___	_____
B-4	___	___	_____
B-5	___	___	_____
C-1	___	___	_____
C-2	___	___	_____
C-3	___	___	_____
C-4	___	___	_____
C-5	___	___	_____
D-1	___	___	_____
D-2	___	___	_____
D-3	___	___	_____
E-1	___	___	_____
E-2	___	___	_____
E-3	___	___	_____
E-4	___	___	_____
E-5	___	___	_____

Slow Learner Awareness Activity

Teachers who are usually fairly efficient learners frequently have little or no perception of how the slow learner experiences school. The following activity is helpful in creating an awareness of how it feels to be a slow learner. For this activity, the instructor or leader assumes the role of a very authoritarian teacher. Not only does he present a "test" which is unreasonable, and a grading system which is inflexible, but he also interjects a number of factors which increase the stress of the experience. For instance, he "cuts" on students if they hesitate or ask for an item to be repeated, he imposes time pressures, he creates distractions and interruptions which interfere with the achievement of the class, and he embarrasses the students by having them exchange papers, and later by having them report their grades orally. The following directions are given to the group.

Instructor: I am going to give you a test today. Not only will we be measuring your achievement in basic skills, but we will be learning something about how you function as a learner, also. In other words, your performance will tell us something about abilities in auditory reception, motor response to auditory information, auditory memory, visual-motor coordination, and problem solving ability. It is important that you do the best job that you are capable of doing. Now seat yourselves so that you are in alternate seats, and take out a sheet of paper and a sharpened pencil with an eraser.

I. Spelling

Instructor: The first subtest is a measure of your ability to spell. These words all pertain to handicaps or learning problems and should be familiar to you. I will pronounce each word only twice. Listen carefully as I cannot

repeat it more than twice. Ready? (Do not use the words in sentences nor give the meanings.)

1. Apraxia (Difficulty in motor output or in performing purposeful motor movements due to abnormality of the central nervous system.)
2. Athetosis (A form of cerebral palsy marked by slow, recurring, weaving movements of arms and legs, and by facial grimaces.)
3. Dyscalculia (Lack of ability to perform mathematical functions, usually associated with neurological dysfunction or brain damage.)
4. Exaphoria (Insufficient action of certain muscles of the eye so that one eye tends to deviate outward but can be controlled by extra muscle effort.)
5. Exogenous (A condition or defect resulting from other than heredity or genetic factors, such as environment or trauma.)
6. Galactosemia (An inherited condition of mental retardation caused by an error in the metabolism of the galactose in milk.)
7. Hypokinesis (The absence of a normal amount of bodily movement and motor activity.)
8. Psychopathology (The study of the causes and nature of mental disease.)
9. Sensorimotor (Any act whose nature is primarily dependent upon the combined or integrated functioning of sense organs and motor mechanisms.)
10. Strephosymbolia (Perception of visual stimuli, especially words, in reversed or twisted order.)

II. Word Meanings

Instructor: For part two you are to write the definitions or meanings for each of the words you just spelled. Get right to work.

III. Dictation

Instructor: We will now test the speed and accuracy by which you are able to write the paragraph I will dictate to you. In other words, how quickly can you decode an auditory message and convert it to its written form? Listen carefully as I cannot repeat anything. This subtest is timed so be sure to write rapidly. Do not abbreviate or use shorthand. Be sure to include the necessary marks of punctuation. Ready? (The instructor is to dictate this portion at a speed which is too fast! By watching the testees, it is possible to determine how to keep the tempo at a "frustration rate".)

> There is a certain pattern which physicians and rehabilitation specialists recognize as the impact upon personality of a crippling illness or injury. It is particularly marked when disaster strikes after one has become an adult, though if a disabled child has lived in a too protective environment a handicap may be first really realized as a deterrent when he is grown. Then it will come as a shock.

IV. Arithmetic

Instructor: This subtest measures your ability to use basic arithmetic skills. The first three problems are to be calculated "in your heads". In other words, do not write anything on your paper except the answer. Listen carefully as I will not be able to repeat the problems. (Read these quite rapidly.)

1. 13 + 8 X 2 + 9 - (1/3 of 27) ÷ 6 =

   Record your answer. (7)

2. 2 x 13 + 9 ÷ 5 x 9 - 3 ÷ 10 =

   Record your answer. (6)

3. 575 ÷ 23 ÷ 1/5 + 13 x 5 =

Record your answer. (90)

Instructor: You may calculate the next two problems on your papers. Both problems are timed so work as quickly as you can. The first is a long division problem.

4. Divide 109,572,376 by 97,387. Carry your answer to the hundredths. You have two minutes to calculate the answer. (Frequently remind the "class" of the time. For instance "You have 30 seconds left.... 15 seconds....")

   (Answer - 1,125.12)

5. This is an interest problem. Suppose that you start with $375 which you invest at 5 ½ % interest which is compounded semi-annually for 30 months. Determine how much money - principal plus interest - you would have at the end of that time. You have 3 minutes. Get right to work! (Again, give frequent reminders of the time.)

   (Answer - $429.48)

Instructor: We will correct these in class so exchange your papers with someone sitting near you. (Proceed with the correcting. For subtest three instruct them to record a check mark for each word that is omitted or misspelled.) Now calculate the scores on each subtest according to these guidelines. On subtests one and two, subtract 10 points from a possible 100 for each error. In other words, if you have two wrong, your score will be 80. (Allow time for this to be done.) For subtest three, you deduct two points from a possible 100 points for each word that was misspelled or omitted. Each item in subtest four is worth 20 points, so deduct 20 points from 100 for each error in this part.

Instructor: Now calculate the grade on each subtest according to this scale.

A = 93 - 100

B = 85 - 92

C = 77 - 84

D = 70 - 76

F = 0 - 69

Return the papers to the owners. (Pause.) When I call your name, tell me your grades. (Proceed through this part unless you feel it might be too unpleasant for some of the group members. In that case you might say, "I had intended to ask you to tell me your grades, but perhaps I had better spare you that embarrassment.")

Instructor: By now most of you have caught on that I've been playing a game with you. But even as a game, this experience has provoked some unpleasant feelings. Let's attempt to identify some of those feelings. (Here you would move into open discussion. It might be effective to list these responses on the board.)

TEACHING THE SLOW LEARNER

Since most teachers are efficient, successful learners, they expect all students to learn in the same way. These characteristics and suggestions may be helpful to you in working with slow learners.

Learning Characteristics	Teaching Strategies
Short attention span:	*Short periods of activity. *Appropriate degree of difficulty. Attractive materials. Activity related to the interests and needs of the students.
Easily frustrated:	*Keep challenge appropriate for the ability level of the student. Give directions slowly; use words that the student can understand. Be specific and consistent in giving directions. Give the student adequate time. Give encouragement and praise. Don't embarrass the student. Avoid threats. Have alternate plans whenever possible.
Low verbal activity:	*Use simple vocabulary and sentences. Choose written materials close to their level. Use pictures, illustrations, and demonstrations. When possible encourage students to tell what they are doing as they do it.
Slow in responding:	*Introduce one idea or step at a time. Keep questions simple and direct. Allow adequate time to respond.
Poor short term memory:	*Relate the new to something already known. Establish orderly procedures. Provide new learning in small doses. *Provide practical examples. Provide repetition and drill.

Poor long term memory:	*Practice new learning as quickly as possible. *Review frequently. Use new learning in a variety of situations.
Difficulty in attacking problems.	*Show what to do while you tell. Have student show that he understands what to do. Simplify problems as much as possible. Help student attack problem one step at a time.
Difficulty in making generalizations:	*Keep concepts as basic as possible. Present concrete experiences using all senses. Show how various ideas and activities are similar.
Cautious about new experiences:	*Prepare "groundwork" for new experience. Move from known to unknown. Give reassurance to student in his new experience. Allow student adequate time to make adjustment.
Poor work habits:	*Set up realistic short term goals with the student, and require student to attain them. Establish and maintain a regular routine. Provide adequate supervision and guidance. Give periodic encouragement; recognize achievement. *Communicate problems to special ed teacher.

STUDENTS WITH LEARNING DISABILITIES

Students with learning disabilities often have the most difficult time in school. The descrepancy between their ability and performance may make teachers and parents think they could do better "if they tried". These strategies may be helpful with working with learning disabled students.

Characteristics	Teaching Strategies
Wide discrepancies in their abilities:	Identify areas of strength; maximize use of these areas. Identify areas of weakness; provide remediation and/or alternate activities. Provide "crutches" for problem areas.
Frequently exhibit disorders in spoken and written language:	Provide appropriate remediation. Allow alternate methods of expression. Permit student to work from his ability and achievement levels.
Frequently exhibit reading problems:	Provide appropriate remediation. Provide reading materials at appropriate level of difficulty. Provide instruction through other channels and media.
Frequently exhibit difficulty with computational skills:	Provide appropriate remediation. Provide "crutches".
Frequently develop emotional problems:	Set realistic time and achievement requirements. Provide adequate success experiences. Give recognition for achievements.
Poor self concept:	Provide success experiences. Avoid embarrassment. Show acceptance of student.

STUDENTS WITH EMOTIONAL HANDICAPS

Emotional stress will have an adverse effect on learning. Even though you, as a teacher, can't provide psychotherapy, you can provide an environment that is relatively safe and low in stress.

Characteristics	Classroom strategies
Short attention span due to stress:	Arrange seating to discourage day-dreaming and/or distraction. Call on student, or in some other way demand his attention frequently. Give assignments which are interesting and relevant to him.
Inappropriate behavior:	Ignore inappropriate behavior unless potentially dangerous. Reward (reinforce) appropriate behavior. Manage classroom to minimize opportunities for inappropriate behavior. Avoid taking personal offense at inappropriate behavior. Show acceptance of student despite inappropriate behavior.
Low frustration level:	Keep length and difficulty of assignments within the stress tolerance of the student. Manage classroom to avoid grouping of disturbed student with those who are intolerant of him. Be flexible about deadlines. Give help, guidance, and support as needed by the student.
Difficulty in forming interpersonal relationships:	Allow disturbed student to work with those whom he can relate with. Strive to establish a warm relationship with the student.

Name _____

Subject Taught _____

EVALUATION

	Excellent				Poor
1. This meeting dealt with a concern I have had.	1	2	3	4	5
2. The information presented clearly answered questions on the agenda.	1	2	3	4	5
3. This meeting helped me understand referral procedures and placement.	1	2	3	4	5
4. The teaching suggestions and materials display for slow learners were useful.	1	2	3	4	5

Suggestions for improving meetings: _____

_____

_____

_____

I would appreciate receiving program help with one or more students. YES ___ NO ___

_____

Suggested topics for future inservice meetings: _____

_____

_____

_____

_____

_____

_____

_____

_____

DELEGATION OF PROGRAM RESPONSIBILITIES

In a small, rural district, the secondary special education teacher will probably have the main responsibility for managing the career education program including any work-study placement of handicapped students.

Advisory committees, ancillary personnel, administration and employers can all assist the teacher in order to lighten the load, but as with other aspects of the program, their roles must be clearly defined.

The following table is a sample delineation of program management responsibilities.

In addition to the personnel included in this table your district might delegate responsibilities to:

Vocational Director

Vocational Rehabilitation Counselor

Guidance Counselor

Title I teachers

RESPONSIBILITIES	TEACHER/ COUNSELOR	ADMINISTRATION	EMPLOYER	ADVISO COMMIT
Identify students who qualify for special help.				
Develop secondary EMR program (goals, objectives, curriculum)	Develop	Approve & Advise	Advise	Advis
Coordinate K-12 Special Education program	Advise	Advise		Advis
Develop system for on-going evaluation of total program	Develop	Approve		
Provide facilities for instruction (including vocational)		Provide	Provide	Advis
Set down policies for work-study program	Advise	Adopt	Advise	Advis
Evaluate student's functional level at beginning of program	Evaluate			
Develop goals and objectives for each student in program	Develop			
Provide necessary academic instruction	Instruct			
When possible, integrate student into mainstream classes and work with teacher	Consult & Coordinate	Coordinate		

S	TEACHER/ COUNSELOR	ADMINISTRATION	EMPLOYER	ADVISORY COMMITTEE	ITINERANT PERSONNEL
fy for					Psychologist-Test
m (goals,	Develop	Approve & Advise	Advise	Advise	Vocational Consultant Advise
cation	Advise	Advise		Advise	Vocational Consultant Advise
evaluation	Develop	Approve			Vocational Consultant Advise
ruction		Provide	Provide	Advise	Vocational Consultant Advise
study	Advise	Adopt	Advise	Advise	Vocational Consultant Advise
l level	Evaluate				Psychologist and Vocational Consultant - Evaluate
s for	Develop				Psychologist and Consultant Advise
	Instruct				Consultant Advise
dent work	Consult & Coordinate	Coordinate			Consultant Advise

RESPONSIBILITIES	TEACHER/ COUNSELOR	ADMINISTRATION	EMPLOYER	ADVI COMM
Prepare students with necessary general job skills	Instruct		Instruct Advise	
Maintain discipline in class and during school hours	Discipline	Support		
Evaluate student career potential realistically	Evaluate		Evaluate	
Provide in-school work experience	Coordinate	Provide/ Approve		
Provide community work stations	Coordinate	Advise Approve	Provide	Advi Inv
Analyze work-study job by skills required	Analyze		Analyze	
Develop specific job skills needed for work-study job	Instruct		Instruct	
Provide necessary transportation to job site	Coordinate	Provide		Advi
Supervision of on-the-job work	Supervise	Approve (release time)	Supervise	
Evaluate students work-study experience	Evaluate		Evaluate	
Terminate and evaluate successful job placement	Confer Decide	Support	Confer Decide	
Follow-up on all program graduates	Follow-up	Follow-up		
Publicize work-study program	Publicize	Publicize	Publicize	Publ

S	TEACHER/ COUNSELOR	ADMINISTRATION	EMPLOYER	ADVISORY COMMITTEE	ITINERANT PERSONNEL
essary	Instruct		Instruct Advise		Consultant Advise
ass and	Discipline	Support			Consultant Advise
otential	Evaluate		Evaluate		Vocational Evaluator Evaluate
perience	Coordinate	Provide/ Approve			Consultant Advise
ations	Coordinate	Advise Approve	Provide	Advise Investigate	Consultant Advise
skills	Analyze		Analyze		Consultant Advise
ls needed	Instruct		Instruct		Consultant Advise
rtation	Coordinate	Provide		Advise	
work	Supervise	Approve (release time)	Supervise		Consultant Advise
udy	Evaluate		Evaluate		
ccessful	Confer Decide	Support	Confer Decide		Consultant Advise
graduates	Follow-up	Follow-up			
ram	Publicize	Publicize	Publicize	Publicize	

WORK ACTIVITY GUIDE

Since the special education teacher will probably have the major responsibility for management of the career education program, it is extremely important that his/her duties be clearly defined.

One method of doing this is to develop a Work Activity Guide which describes significant activities, authority exercised and channels of communication. It would probably be beneficial to the program to develop such a guide for all personnel involved in working with the handicapped, since the guides not only clarify each persons role in relation to the total program, but provide an excellent basis for evaluation.

Samples of Work Activity Guides for a Special Education Resource Room Teacher and Vocational Consultant are included.

While this format has been used successfully, another type of guide may be more effective in your district.

WORK ACTIVITY GUIDE FOR RESOURCE ROOM TEACHER (Secondary W/S Program)

MAJOR FUNCTIONS	SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCISED
PROGRAM DEVELOPMENT	1. Assist in initiation of referrals	
	2. Determine specific learning difficulty and subsequent needs of students.	
	3. Participate in case conferences.	
	4. Formulate program for each student, in cooperation with regular classroom teachers.	
	5. Develop plan for integrating career education into each student's program.	
	6. Develop system for on-the-job work experience.	
	7. Select and request appropriate instructional materials.	
PROGRAM IMPLEMENTATION	1. Work with teacher(s) and student to formulate learning contract.	
	2. Plan and carry out instructional program to fulfill contract.	
	3. Assist teachers in individualizing instruction to meet handicapped student's needs.	
	4. Use appropriate instructional materials.	
	5. Train aides for maximum use as supplemental instructors, when available.	
	6. Guide students through Career Education Program.	

RK ACTIVITY GUIDE FOR RESOURCE ROOM TEACHER (Secondary W/S Program)

SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCISED	WITH WHOM YOU COMMUNICATE
Assist in initiation of referrals		
Determine specific learning difficulty and subsequent needs of students.		
Participate in case conferences.		
Formulate program for each student, in cooperation with regular classroom teachers.		
Develop plan for integrating career education into each student's program.		
Develop system for on-the-job work experience.		
Select and request appropriate instructional materials.		
Work with teacher(s) and student to formulate learning contract.		
Plan and carry out instructional program to fulfill contract.		
Assist teachers in individualizing instruction to meet handicapped student's needs.		
Use appropriate instructional materials.		
Train aides for maximum use as supplemental instructors, when available.		
Guide students through Career Education Program.		

WORK ACTIVITY GUIDE FOR RESOURCE ROOM TEACHER (Secondary W/S Program)

MAJOR FUNCTIONS	SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCIS
PROGRAM IMPLEMENTATION (continued)	7. Place "qualified" students in work experience program.	
HOME AND COMMUNITY INVOLVEMENT	1. Educate parents and community to scope and sequence of special ed program through active participation in advisory committee	
	2. Train parents to carry out home instructions where indicated.	
	3. Develop and maintain system for evaluative contacts with employers.	
	4. Maintain contact with student's parents and/or guardians	
	5. Make available results of follow-up studies.	
EVALUATION AND FORECAST	1. Maintain daily record of student's progress.	
	2. Evaluate students on-the-job work experience.	
	3. Conduct follow-up of program graduates.	
	4. Evaluate effectiveness of available instructional materials.	
	5. Provide information to assist in budgeting for program.	

SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCISED	WITH WHOM YOU COMMUNICATE
Place "qualified" students in work experience program.		
Educate parents and community to scope and sequence of special ed program through active participation in advisory committee		
Train parents to carry out home instructions where indicated.		
Develop and maintain system for evaluative contacts with employers.		
Maintain contact with student's parents and/or guardians		
Make available results of follow-up studies.		
Maintain daily record of student's progress.		
Evaluate students on-the-job work experience.		
Conduct follow-up of program graduates.		
Evaluate effectiveness of available instructional materials.		
Provide information to assist in budgeting for program.		

WORK ACTIVITY GUIDE FOR EDUCATION SPECIALIST - (VOCATIONAL CONSULTA

MAJOR FUNCTIONS	SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCI
PROGRAM DEVELOPMENT	1. Plan instructional programs based on appropriate assessment information.	Act Recommend
	2. Assist teachers in individualizing instruction in the classroom.	Advise Recommend
	3. Identify groups and individuals interested in participating as advisors in the establishment of appropriate programs for secondary handicapped children.	Act Recommend
	4. Organize interested individuals from each local district into a workable committee and direct their action.	Act Recommend
	5. Review programs and facilities in each participating LEA and survey existing career education programs for the handicapped.	Act
	6. Analyze data (#5) and recommendations of advisory committee before beginning planning.	Act
	7. Plan and develop coordinated programs for each participating LEA.	Act Advise Recommend
	8. Develop strategies for reporting results of programs to appropriate advisory committee and make necessary revisions in programs.	Act Advise Recommend

ORK ACTIVITY GUIDE FOR EDUCATION SPECIALIST - (VOCATIONAL CONSULTANT)

SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCISED	WITH WHOM YOU COMMUNICATE
lan instructional programs based on appropriate ssessment information.	Act Recommend	LEA staff
ssist teachers in individualizing instruction n the classroom.	Advise Recommend	LEA staff
dentify groups and individuals interested in articipating as advisors in the establishment f appropriate programs for secondary handicapped hildren.	Act Recommend	LEA staff and Administrators, Community
rganize interested individuals from each local istrict into a workable committee and direct heir action.	Act Recommend	Advisory Committee LEA Administrators ISD Administrators
eview programs and facilities in each partici- ating LEA and survey existing career education rograms for the handicapped.	Act	LEA Staff
nalyze data (#5) and recommendations of advisory ommittee before beginning planning.	Act	LEA staff ISD staff
Plan and develop coordinated programs for each articipating LEA.	Act Advise Recommend	LEA staff & Administrators Advisory Committee ISD staff
evelop strategies for reporting results of rograms to appropriate advisory committee nd make necessary revisions in programs.	Act Advise Recommend	LEA staff & Administrators Advisory Committee ISD staff

WORK ACTIVITY GUIDE FOR EDUCATION SPECIALIST - (VOCATIONAL CONSULT

MAJOR FUNCTIONS	SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERC
FINANCE	1. Provide appropriate information to assist in budget preparation.	Advise Act
	2. Advise on purchase of materials for special education services of ISD.	Advise Review
	3. Obtain approval of any purchases of materials made by ISD.	Advise
	4. Assist in development of special education grant proposals within ISD.	Assist Act
PERSONNEL	1. Recommend desirable qualifications for new or replacement personnel upon request.	Advise
GENERAL SUPPORT	1. Assist in informing other school personnel and local boards and community about programs in special education.	Advise
OFFICE	1. Plan office work schedule to allow sufficient lead time for completion.	Act
POLICY	1. Support policy of ISD 109 and LEA's	Act

SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCISED	WITH WHOM YOU COMMUNICATE
Provide appropriate information to assist in budget preparation.	Advise Act	LEA Administrators ISD Coordinator
Advise on purchase of materials for special education services of ISD.	Advise Review	ISD Coordinator
Obtain approval of any purchases of materials made by ISD.	Advise	ISD Coordinator
Assist in development of special education grant proposals within ISD.	Assist Act	ISD Coordinator
Recommend desirable qualifications for new or replacement personnel upon request.	Advise	LEA Administrators ISD Coordinator
Assist in informing other school personnel and local boards and community about programs in special education.	Advise	LEA staff LEA board ISD board Community
Plan office work schedule to allow sufficient lead time for completion.	Act	ISD secretary
Support policy of ISD 109 and LEA's	Act	All professional staffs All lay persons

WORK ACTIVITY GUIDE FOR EDUCATION SPECIALIST - (VOCATIONAL CONSULTANT

MAJOR FUNCTIONS	SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCI
TECHNICAL ASSISTANCE	1. Assist in the referral process.	Assist
	2. Seek new, appropriate instructional materials.	Act
	3. Work with ISD Administrator on matters concerning special education.	Advise
	4. Assess students to establish functional level with regard to career education.	Act Recommend
	5. Develop the scope and sequence of course outline with emphasis on career education.	Act
	6. Develop instruments for individual and program evaluation for reviewing input from the community, and from staff involved in student's program.	Act
	7. Maintain systematic follow-up contact with staff involved in student's program.	Act
INSERVICE	1. Assist in maintaining continuous record of student progress.	Recommend
	2. Demonstrate to other teachers how to use particular teaching materials and techniques	Advise Act
	3. Train aides for maximum effectiveness as staff assistants.	Act Advise
	4. Work with supportive staff on needs and particular problems of special ed students in their classes.	Act Advise

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SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCISED	WITH WHOM YOU COMMUNICATE
ist in the referral process.	Assist	LEA Staff
k new, appropriate instructional materials.	Act	LEA Staff ISD Coordinator
k with ISD Administrator on matters concerning cial education.	Advise	ISD Coordinator
ess students to establish functional level h regard to career education.	Act Recommend	LEA Staff Students
elop the scope and sequence of course outline h emphasis on career education.	Act	LEA Staff
elop instruments for individual and program luation for reviewing input from the comm- ty, and from staff involved in student's gram.	Act	LEA Staff & Administra- tion; Community; Advisory Committee
ntain systematic follow-up contact with staff olved in student's program.	Act	LEA Staff
ist in maintaining continuous record of student gress.	Recommend	LEA Staff Students
onstrate to other teachers how to use par- ular teaching materials and techniques	Advise Act	LEA Staff
in aides for maximum effectiveness as staff istants.	Act Advise	LEA Staff
k with supportive staff on needs and particular oblems of special ed students in their classes.	Act Advise	LEA Staff

WORK ACTIVITY GUIDE FOR EDUCATION SPECIALIST - (VOCATIONAL CONSULTANT)

MAJOR FUNCTIONS	SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCIS
INSERVICE (continued)	5. Provide instructional background on the needs and capabilities of the EMR for Advisory Council members when requested.	Act
FORECAST	1. Gather and compile forecast information for special education programs.	Act Advise
	2. Initiate needs surveys to determine inservice programs to be offered.	Act Advise

ACTIVITY GUIDE FOR EDUCATION SPECIALIST - (VOCATIONAL CONSULTANT)

SIGNIFICANT ACTIVITIES PERFORMED	AUTHORITY EXERCISED	WITH WHOM YOU COMMUNICATE
ovide instructional background on the needs d capabilities of the EMR for Advisory Council nbers when requested.	Act	Advisory Committee
ther and compile forecast information for special ucation programs.	Act Advise	LEA Administrators ISD Coordinator
itiate needs surveys to determine inservice ograms to be offered.	Act Advise	LEA Staff ISD Coordinator

WORK STUDY EXPERIENCE

Supervising the work-study phase of the career education program is probably the most difficult aspect of management. This difficulty is particularly evident in a small, rural district where the special education teacher is generally responsible for both classroom instruction and developing and supervising the work-study program.

For this reason we have spent a great deal of time developing procedures and finding solutions to problems that may occur as a result of work-study placements.

SPECIFIC PROBLEMS OF RURAL WORK/STUDY PROGRAMS

The special education teacher in a rural district will have some unique problems managing the work-study phase of a career education program for the handicapped.

Following are some of the more common problems and some possible solutions.

PROBLEM	POSSIBLE SOLUTIONS
Transportation to and from job site	Arrange to have students get off school bus at work station. Car pool students with concerned parent(s) to do the driving. Allow students with license to drive. Cooperation of employers in arranging hours to meet transportation schedule.
Lack of obvious work stations	Involve community advisory committee and/or other interested persons in search for job. Some possibilities are: Auto Garage Cafe Cheese factory City workers Creamery Egg Produce Feed mill Hospital Lumber yard Milk route Nursing Home Private home (housekeeper) Greenhouse Farm Forestry service Small store
Misconceptions about abilities of EMR students	Make an extra effort to publicize work-study program with emphasis on its success. Use advisory committee to "soread the word". Community education program to alert people to abilities of the EMR.
Wide spectrum of handicapping conditions and ages in one program	Use teacher aides and/or interested citizens to assist teacher in working with students. Integrate students into regular programs whenever possible. Develop tutoring program using more able students. Set up workshops and resource centers where students can work independently.

PROBLEM	POSSIBLE SOLUTIONS
Lack of enough students to qualify for one full-time teacher	Use team-teaching situations to involve total staff in education of the handicapped.
	Make use of itinerant staff (consultants and psychologists) to modify regular programs to meet special needs.
Lack of release time for teacher to supervise work-study program	Use community volunteers to supervise classroom one to two hours a week to free teacher.
	Inservice Vocational work-study supervisor on needs and abilities of the handicapped to allow him to supervise handicapped students on the job.
	Meet with employers before/after school to discuss progress of students.
	Use video tapes, tape recordings, etc. to evaluate students.
Lack of appropriate assessment and training facilities for the handicapped	Join with other nearby rural district to establish cooperative evaluation and training facilities.
	Contract with vocational rehabilitation facilities to provide evaluation for students.
	Provide training to vocational teachers on learning characteristics of the handicapped.
	Set up work station within the classroom to provide training not available in the community.

The following newspaper article, letter to employer and letter to parents represent the method used by one small rural school district to implement a work-study program for the handicapped. This is just one approach that might be used in obtaining job placements for the handicapped. (Organizing the Work/Study Program)

SHS special students seeking work experience

By VIVIAN WYNNE

Imagine, if you will, a neatly groomed young person walking into your store or knocking at your door some afternoon. Wouldn't you be a bit surprised to learn that this individual was willing to work for you, follow your directions and assist in whatever way possible for two to three hours daily entirely without pay?

Although this suggestion may sound a bit far fetched, it is a definite possibility and can become a reality with the cooperation of the community. Phase four of a four-part, work-study program at Stanwood High School, under the direction and supervision of Dennis Hanger, vocational instructor, should begin this fall, tentatively September.

WHERE DO you, the businessman or woman, or the housewife, fit into the picture? It's very simple; you provide or offer jobs for on-the-job training for students in the special education classes. Students enrolled in special education classes are generally somewhat handicapped mentally and may have reading problems. "Otherwise termed non-academic students, they aren't incompetent," explained Hanger. "They just can't compete for jobs under normal circumstances."

Students ready for Phase 4 of the program will, in general, be juniors in September, ages 16 to 17. Between 10 and 12 students are involved in the high school program, beginning with incoming ninth graders. Initially, these pupils are in class all day with emphasis on reading, math and spelling.

Each student is encouraged to work to the best of his or her ability in these formal studies. Later, during phase two of the program, students are assigned to various jobs outside the classroom, but in the school facility. Some work in the kitchen while others undertake janitorial type tasks and another was assigned to assist in the library.

DURING this phase, each student works with and under the supervision of a regular school employee. Regular classroom studies continue with future work skills receiving a bit of "polish". Next comes phase three, during which time the boys and girls are introduced to new faces, instructors and surroundings.

Some have worked at Church Creek School assisting with custodial chores while under the supervision of people heretofor unknown to them. Others are assigned to different departments where they work with strangers in entirely new and unfamiliar areas. Learning to follow directions, how to appear pleasant even when the assigned task isn't entirely to the individual's liking, are all part of the initial training.

Then comes Phase four of this important program, and to insure success, community cooperation is the key ingredient. "We've tried to lay the groundwork by offering the basics. Now you, the community business people and/or homemakers can help with the final, equally vital important part of this program," said Hanger.

PHASE 4 is strictly a training program, and no wages are paid to the students. However, pupils enrolled do receive school credit for their work. In addition, business personnel need not worry about insurance coverage; the school will assume this responsibility and each pupil will be fully covered under the school's liability policy.

Another important aspect of the program is that the employer maintains absolute authority and at his or her discretion, may terminate participation in the program at any time. Students assigned to a particular employer are on a two-week trial basis.

If for any reason the relationship is unsatisfactory, it need not be continued. A joint progress evaluation for each student worker will be made by the employer and Hanger.

SCHEDULES can be made very flexible, and the young instructor. Some business operations may not be able to use a trainee more than two or three days a week, depending on the type of work to be done. Others may find the two-to-three hour, Monday through Friday, schedule to be very satisfactory. This can be worked out between the employer and Hanger prior to job assignments.

On-the-job training experiences can be rotated so that a variety of experiences are offered to these students as they further their training for the future. "Many of these special students are fantastic workers. They often try harder than other youngsters and they will often tackle jobs that some kids would cause others to turn up their noses.

"IN ESSENCE, we're trying to help these kids to become independent, self-supporting adults. They can become useful, worthwhile people and a real asset to the community if given the opportunity," said Hanger.

Some of the girls may be able to assist an employer in a service-related position, such as helping in a floral shop, a restaurant, an industry, at the Josephine Sunset home or perhaps even housework. Whatever the position, an adult should be present to provide supervision, and later, evaluation.

Service station work, stock room, dusting, sweeping or general cleaning, inside or out are other suggestions to be considered by prospective "employers". Remember, this on-the-job training offered by community business

(Continued to Page 8)

Special students

(Continued from Page 1)

people doesn't require a paycheck for the trainee. However, if a trainee becomes productive the employer may want to offer some compensation.

JOB opportunities in the city are preferred due to transportation problems. Later other arrangements may be made, but during the first part of this program, near-by locations are almost mandatory. Students will continue part-days in the school classroom in addition to time spent learning on the job.

Hanger is planning to send letters to a number of business firms in the area, explaining the program. However, there may be many other people in the community who would be interested in joining this endeavor. Hanger said he is willing to make appointments and personally contact anyone interested at their convenience.

Stanwood School District No. 401

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Recently the Stanwood School Board included the work study program within the high school special education curriculum. The purpose of the work study program is to provide the special education student with the necessary academic and vocational training which will enable him to become an independent, self-supporting adult.

The academic portion of the work study program will be taught at the high school. In addition to the academic learnings, the student will need to receive actual working experience on a real job. This real-work experience is of vital importance to the student because without it he will not gain the actual day-to-day working skills that are required to become employable.

In order to acquire these proper work skills, meaningful job sites must be established within the Stanwood area. It is my hope that, through business and industries such as yours, our students will be able to observe the real world of work.

I would like to meet with you in the near future and discuss the possibilities of placing a student on a job site at your place of business. These students are willing workers who only need a chance to prove their worth. If further information about our work study program is desired, please feel free to contact me.

The success of our work study program lies in the response and cooperation that we receive from the community. I would like to thank you for any assistance and advice you might be able to offer.

Cordially yours

Dennis Hanger
Work Study Coordinator

Stanwood School District #401
Work Study Program
Parental Agreement

Regarding:_____

The Work Study Program is a special service provided by the Stanwood Area Special Education Department to meet the educational needs of special education youth at the secondary level.

We, as educators, and you, as parents, are well aware of the difficulties which these young adults will face when they leave school to enter the world-of-work. The Work Study Program has been established to provide, under school supervision, additional opportunities for vocational training and experience. Your wholehearted support is vital to the success of this program.

1. Pupils are accepted in the Work Study Program on a trial basis.

2. Necessary insurance is provided by the School District.

3. A student will not be enrolled in the Work Study Program without the consent and support of the parent.

4. The parent is responsible for the student's punctual and consistent attendance on the job and in the classroom.

5. All contact with the employer, made on behalf of the student, should be made by, or with the knowledge of, the Work Study Coordinator.

6. Students may be moved from job to job in order to provide the type of work experience best suited to his individual needs.

7. Some students may earn wages, others may not. Emphasis is placed on vocational preparation and training for future employment, not on monetary remuneration during the training period.

The Work Study Program is offered to qualified students during their enrollment in the Special Education Department. A Certificate of Completion or High School Diploma will be awarded based on the following criteria:

1. Successful completion of the Work Study Program.

2. Recommendation of the special education teacher.

3. Adequate social behavior.

4. Acceptable work habits and attitudes.

Once work-study job sites have been identified there are several steps that will help the teacher make the best use of them:

1. Fully orient all potential employers to the qualifications and handicapping conditions of the perspective students.

2. Make employers aware of the necessary discipline, attendance and evaluation procedures to be followed.

3. Start a file of available jobs and update as necessary. The file might include:

    a. Name of company or employer.

    b. Name of direct job supervisor.

    c. Specific jobs available to work-study students.

    d. Task analysis of each available job. (Two methods of task analysis and two sample task analysis are included in this section.)

    e. Entry-level skills if necessary.

    f. Hours work-study positions are available.

    g. Distance from school and feasible means of transportation to job.

    h. Wages paid to work-study students, if any.

This is a sample form of a quick informal task analysis that might be done during job observation.

NAME: _____

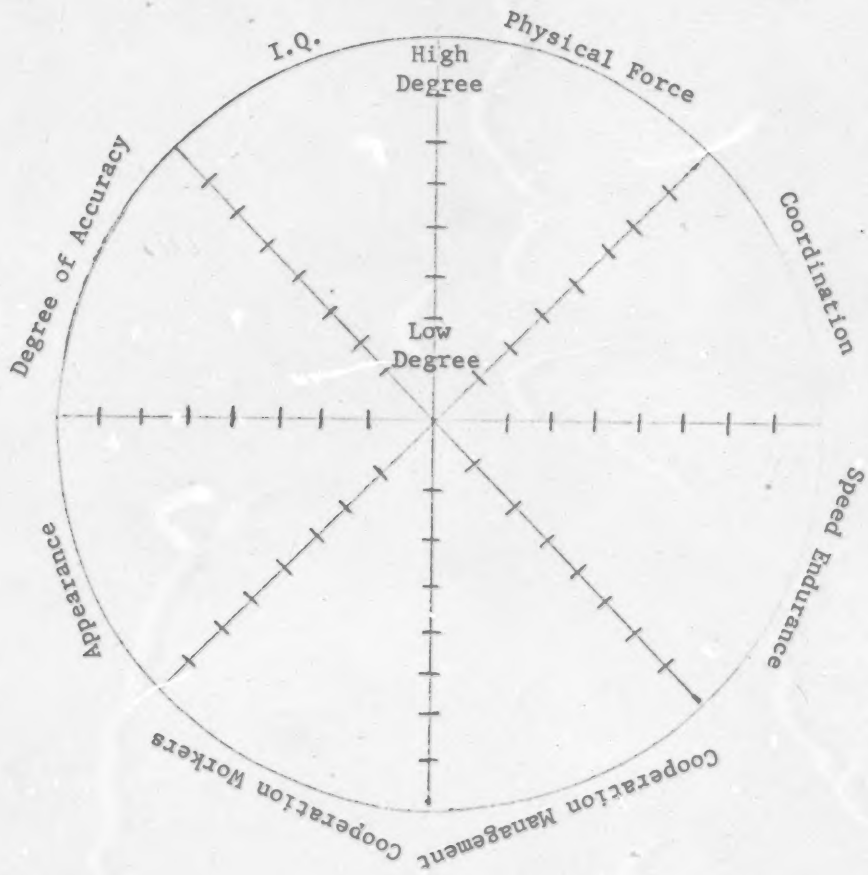
ADDRESS: _____

PHONE: _____

SUPERVISOR: _____

HOURS: _____

RATE OF PAY: _____



form of a quick
lysis that might
o observation.

NAME: _____

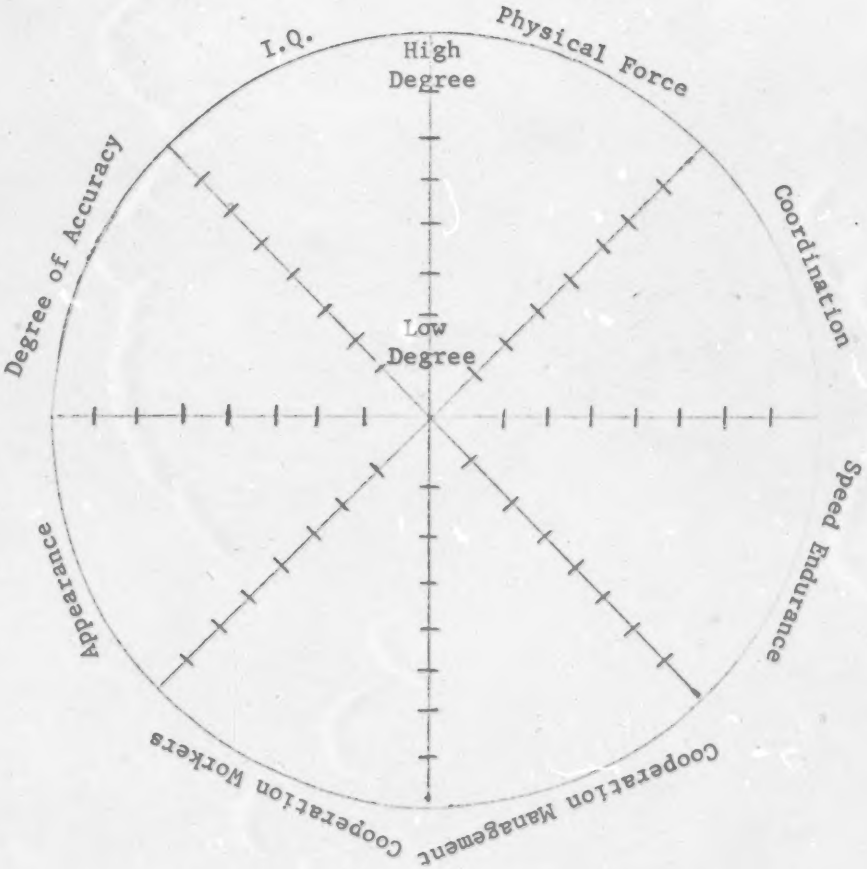
ADDRESS: _____

PHONE: _____

SUPERVISOR: _____

HOURS: _____

RATE OF PAY: _____



This is another task analysis method for a more detailed analysis.

TASK DETAILING SHEET

Vocation _____

Task _____

No.	Steps in Performing the Task	Type of Performance	Learning Difficulty

SAMPLE TASK ANALYSIS

Job: Mail Clerk Assistant

Job Description:

Sort and deliver incoming mail, pick up and sort outgoing mail at CDMRC. Part-time job, one hour in the morning and one hour in the afternoon.

STEPS IN PERFORMING THE JOB	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
TASK 1 - Sort mail		
. Select item from stack.	Manipulation	Easy
. Match name on letter with name on list.	Discrimination	Moderately Difficult
. Find room number associated with that name.	Discrimination	Moderately Difficult
. Find box with that room number marked on it.	Recall and Manipulation	Moderately Difficult
. Put the letter in the box.	Manipulation	Easy
TASK 2 - Transfer sorted mail from boxes to delivery cart.		
. Select numbered file slot in cart.	Manipulation	Easy
. Removes mail from box with the same number and places it in cart.	Recall and Manipulation	Easy
TASK 3 - Takes cart to elevator, enters and rides to fourth floor and delivers mail to rooms. When fourth floor is completed takes elevator to third, delivers mail, then down to second floor, then returns to mail room.	Recall	Easy
TASK 4 - Delivers mail to rooms and picks up outgoing mail.		
. Goes to rooms in the same order as the numbered files in the cart.	Recall	Easy
. Takes mail from file slot and places it properly for that room. (Some are sorted again by name, incoming tray, corner of desk, etc.)	Manipulation, Recall and Discrimination	Moderately Difficult
. Picks up outgoing mail and places it in bottom of cart.	Recall and Manipulation	Moderately Difficult
TASK 5 - Sorts outgoing mail		
. Sort mail into outgoing bins marked stamped, unstamped, and campus.	Discrimination, Recall and Manipulation	Easy

SAMPLE TASK ANALYSIS

JOB: Library Clerk

GENERAL DESCRIPTION:
Assist in the mechanics of running the center by identifying materials, filing items, cards, etc. and checking materials back into the library.

STEPS IN PERFORMING THE TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
TASK 1 - Stamp all new materials with stamp.		
. Get out stamp pad and correct stamp.	Recall	Easy
. Open book to first page.	Manipulation	Easy
. Stamp pad, then book with firm hand, so stamp is clear.	Manipulation	Easy
. Open page in center of book and repeat stamping procedure.	Manipulation	Easy
TASK 2 - Punch out identifying numbers for all materials.		
. Read correct number on inside cover.	Discrimination	Easy
. Using labeler, punch out the number.	Manipulation	Easy
. Cut label loose.	Manipulation	Easy
. Peel off back of label and stick on upper right-hand corner of material.	Recall and Manipulation	Easy
TASK 3 - Insert pockets and date slips.		
. Select pocket and date slip.	Discrimination	Easy
. Put paste or glue on back of each.	Manipulation	Easy
. Open book to back cover.	Manipulation	Easy
. Paste both on back inside cover.	Manipulation	Easy
. Some materials require tape, since glue won't stick.	Decision-making	Moderately Difficult
. Kits, boxes, etc. require repositioning of pockets.	Decision-making	Moderately Difficult
TASK 4 - Make check-out card.		
. Select one empty card from stack.	Discrimination	Easy
. Copy identification number on upper right-hand corner of card.	Discrimination	Easy
. Copy title of material onto first line of card.	Discrimination Writing	Moderately Difficult
. Insert card into pocket.	Manipulation	Easy

STEPS IN PERFORMING THE TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
TASK 5 - Insert evaluation slip.		
. Choose one blank evaluation slip.	Discrimination	Easy
. Write I.D. number in upper right-hand corner.	Discrimination	Easy
. Fold slip in 1/3's and insert into pocket.	Manipulation	Easy
TASK 6 - Shelve item.		
. Look at first two letters of I.D. number.	Discrimination	Easy
. Find shelf with those two numbers and place item on it.	Discrimination Manipulation	Easy
TASK 7 - File Catalogs.		
. Read first letter of company name.	Discrimination	Very Difficult
. File catalog under that letter in the file drawer.	Discrimination Manipulation	Easy
TASK 8 - File returned evaluation slips.		
. Read first two letters of I.D. number on slip.	Discrimination	Easy
. Find drawer with same two letters and place slip in drawer.	Discrimination Manipulation	Easy
TASK 9 - Shelve returned books.		
. Read last date on date slip.	Discrimination	Easy
. Find day of the month in the card file.	Discrimination	Moderately Difficult
. Read I.D. number of the item.	Discrimination	Easy
. Find card with same I.D. number on card for that day.	Discrimination	Moderately Difficult
. Cross out last name on card.	Manipulation Discrimination	Easy
. Put card in pocket.	Manipulation	Easy
. Put evaluation slip in pocket according to procedure.	Discrimination Manipulation	Easy
. Put item on shelf according to procedure.	Discrimination	Easy

STEPS IN PERFORMING THE TASK	TYPE OF PERFORMANCE	LEARNING DIFFICULTY
TASK 10 - Clean-up		
. Put all materials back in correct places.	Recall	Easy
. Throw away used paper, label backings, etc.	Manipulation	Easy
. Straighten books on shelves, replace chairs, etc.	Manipulation	Easy

STUDENT EVALUATION

Once training stations have been selected and students prepared for and placed on the various jobs continuous supervision and evaluation is important.

Since the amount of time the teacher/coordinator in a small rural district can spend on actual observation and first hand evaluation is limited, an efficient evaluation system is important. By providing other teachers and the employer with adequate student evaluation forms, a complete record of the student's progress will be available to supplement the teacher's occasional observations.

Well kept records can also be an aide during employer and parent conferences, student grading and post-graduation job placement.

Following are several sample evaluation forms that have been used successfully in several programs.

Attn:_____ Teacher Supplied Information School_____

Date_____

Student:_____ Teacher:_____ Subject:_____

Please check those significant behaviors which may interfere with this individual's educational progress.

CLASSROOM BEHAVIOR:

Circle current academic grade: A B C D F S N

Indicate class status as:
1 = upper 25% of class
2 = middle 50% of class
3 = lower 25% of class

	1	2	3
Attempts assignment			
Completes assignments			
Attends class consistently			
On time to class			
Consistent worker			
Cooperative			
Appears interested in course			
Enters into classroom discussion			
Participates in group activities			
Reading Ability			

	1	2	3
Organizes thoughts			
Asks for help appropriately			
Distractable, restless			
Disrupts class			
Participates in group activities			
Says, "I can't do assignments"			
Requires teacher attention			
Inappropriate behavior (crys, curses, lies, fantasizes, etc.)			
Other:			

COMMENTS AND/OR EXAMPLES:_____

PERSONAL/PHYSICAL

	Y	N
Appropriate grooming		
Positive attitudes		
Consistent behavior		
Verbally aggressive		
Frequently complains of illnesses		
Easily fatigues		

	Y	N
*Apparent speech problems		
*Apparent visual problems		
*Apparent hearing problems		
*Apparent physical handicaps		
Other:		

COMMENTS AND/OR EXAMPLES:_____

SOCIAL:

	Y	N
Leader		
Many friends		
Gets along well with others		
Easily influenced by others		

	Y	N
Remains alone		
Rejected by peers		
Other:		

COMMENTS AND/OR EXAMPLES:_____

*Additional comments requested

Teacher Supplied Information

A. Do you believe a significant change in program is necessary for this person to receive an appropriate education? _____Yes _____No

If so, what program changes would you support? _____

_____

_____

B. What methods or techniques have you tried in the classroom to modify the excesses or deficits in behavior as noted on page 1? Star those which have been successful.

_____

_____

_____

_____

_____

C. Identify the primary excesses and deficits in behavior which most seriously interfere with this person's learning. (i.e.: poor reading, won't ask for help, does not pay attention, etc.)

_____

_____

_____

_____

_____

D. What goals would you suggest for this person: (i.e.: increase attendance; increase attending behavior to academic tasks; decrease the number of talk-outs in class; increase reading skills, etc.)?

_____

_____

_____

_____

_____

E. Have you discussed your concerns with this person? _____Yes _____No

Have you discussed your concerns with this person's parents? ____Yes _____No

1 ✓ each time behavior occurs Student: _____ Teacher: _____

Hour: _____

	Monday	Tuesday	Wednesday	Thurs
Attempts Assignment				
Completes Assignment				
Turns in Incomplete Assignment				
Misunderstands Oral Directions				
Misunderstands Written Directions				
Participates in Class Discussion				
Asks for Help				
Looks Away from Work				
Behavior Outburst				
Talks "out of turn"				

1 ✓ each time behavior occurs Student: _____ Teacher: _____

Hour: _____ Week of: _____

	Monday	Tuesday	Wednesday	Thurs
Attempts Assignment				
Completes Assignment				
Turns in Incomplete Assignment				
Misunderstands Oral Directions				
Misunderstands Written Directions				
Participates in Class Discussion				
Asks for Help				
Looks Away from Work				
Behavior Outburst				
Talks "out of turn"				

ior occurs Student: _____ Teacher: _____ Subject: _____

Hour: _____ Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Assignment						
Directions						
en Directions						
s Discussion						

ior occurs Student: _____ Teacher: _____ Subject: _____

Hour: _____ Week of: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Total
Assignment						
Directions						
en Directions						
s Discussion						

EMPLOYER'S STUDENT EVALUATION

(Upon completion of time at job station)

WORK-STUDY STUDENT_____ DATE_____

STATION_____ JOB_____

SUPERVISOR: This rating sheet is used by the work-study program for counseling purposes. Please check the column which best describes this student trainee.

CHARACTERISTICS	EXCELLENT	GOOD	AVERAGE	POOR	VERY POOR
Quality of work					
Attitude toward job					
Attitude toward fellow workers					
Dependability to do assigned job					
On time and at work regularly					
Initiative (finding work to do)					
Personal Appearance					
Clean up procedures					

Please feel free to list additional comments regarding the progress of the student in the space below.

_____

SUPERVISOR

STUDENT _____

EMPLOYER _____

WEEKLY EVALUATION

4 - VERY GOOD
3 - GOOD
2 - FAIR
1 - NOT SATISFACTORY

HABITS AND ATTITUDES

Week beginning								
Follows verbal directions								
Follows written directions								
Accepts correction								
Sustains a routine								
Gets along with co-workers								
Recognizes things to be done								
Finishes a job on time								
Works steadily								
Works unsupervised								
Interest in work								
Conduct								
Attitude								
Self-confidence								
Responsibility toward property and equipment								
Personal appearance								
Is progress being made by this student								

ADDITIONAL COMMENTS:

EVALUATION REPORT

Special Education - Work Study Program

Profile and Summary Sheet

Trainee_____ Report Period_____

Employer_____

Days Absent from School_____

Days Absent from Job _____

Hours Present _____ Total earnings during report period_____

Criteria for Grades:

A Excellent Performance meets usual competitive standards in unskilled and semi-skilled employment.

B Good Above average workshop performance but does not fully meet competitive standards in unskilled and semi-skilled employment.

C Fair Falls in average performance range of workshop trainees. Although within acceptable limits of the workshop, considerable improvement required to attain competitive standards.

D Poor Below average performance. Improvement needed to meet workshop standards.

F Extremely Inappropriate
Behavior requires special supervisory or professional staff attention. May require services beyond the scope of a workshop training program such as intensive psycho-therapy, medical treatment, activity or day care center.

Work Behavior Rating Scale	F	D		C			B		A	
	1	2	3	4	5	6	7	8	9	Score
1. Ability to "blend in"										
2. Tolerance for Criticism										
3. Co-Worker Relations										
4. Independence from Supervision										
5. Cooperation with Supervisor										
6. Understanding Oral Instructions										
7. Memory for Instructions										
8. Motivation for Work										
9. Concentration Ability										
10. Punctuality										
11. Quality of Work										
12. Quantity of Work										
13. Safety Awareness and Habits										

Total_____

B. SPECIFIC WORK TASK EVALUATIONS

Record and rate the specific work tasks performed by the trainee during the evaluation period. Consult Codes below for rating notation to be used.

Quantity and Quality

A Speed or quality is that of acceptable worker in unskilled or semi-skilled employment.

B Speed or quality does not fully meet unskilled or semi-skilled competitive standards but is above workshop average.

C Speed or quality too low for outside employment but within the average performance range of workshop trainees.

D Speed or quality below workshop average.

F Speed or quality falls below minimal workshop standards.

Amount of Experience

1 One day's experience
2 Two to five days
3 One to two weeks
4 Two to four weeks
5 One to two months
6 Two to three months
7 Three months or over

Supervision Required

1 After learning how to do job, pretty much worked on own, followed through well.
2 Needed occasional checking and/or re-instruction.
3 Needed frequent checking and/or re-instruction.
4. Needed almost constant watching and prompting.

Liking for Job

1 Seems to enjoy job very much. One of his favorites.
2 Likes job more than some others, but not overly enthusiastic about it.
3 Seems indifferent. Job does not move him one way or another.
4 Dislikes job, needs prodding.

Work Tasks Performed	Quant.	Qual.	Amt. of Exper.	Suprvsn. Required	Lking. Job	Average Hourly Wage*
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						

*Compute average hourly wage only when piece rate established.

C. General Evaluation Comments and Recommendations

(Filled out by Counselor/Teacher after conference with employer)

1. What are this trainee's main strengths and weaknesses as a worker?

2. What major improvements has trainee made since last evaluation or enrollment?

3. In your opinion, what kinds of help or services does this trainee need that he or she does not presently receive?

SUPERVISOR'S RATING OF WORK PERFORMANCE

Work Experience Education

STUDENT_____ DATE_____

EMPLOYER_____ STATION_____

Assignment: Began_____ Supervisor_____

Period covered by this rating:_____weeks_____work hours_____

Calendar School Days Absent_____

DEPENDABILITY: Is the student regular and on time? Yes ( ) No ( )

Comments_____

COOPERATION: Does the student keep the rules, follow instructions, and have an attitude of helpfulness? Yes ( ) No ( )

Comments_____

APPEARANCE: Does the student dress neatly and appropriately for the position? Yes ( ) No ( )

Comments_____

PERSONAL RELATIONS: Does the student work well with others? Yes ( ) No ( )

Comments_____

INITIATIVE: Does the student show initiative? Yes ( ) No ( )
Does he do his work without being told? Yes ( ) No ( )

Comments_____

SKILL: Is the student's work acceptable? Yes ( ) No ( )

Comments_____

What do you like about him most?_____

What are his weaknesses?_____

How do you feel the classroom teacher helped this person become a better employee?

_____

Other comments (if needed)_____

_____

_____

EMPLOYERS RATING SHEET - A

EVALUATION CARD

Student _____

Position _____

Employer _____

Firm's Name _____

**Rating Scale

1. Exceptional employee
2. Strong employment potential
3. Satisfactory performance
4. Needs improvement
5. Not employable at this plant

**Circle appropriate number. Compare student to standards for regular employees.

General Behavior and Manners	1	2	3	4	5
Amount of Work Performed	1	2	3	4	5
Quality of Work Performed	1	2	3	4	5
Care of Tools and Materials	1	2	3	4	5
Promptness and attendance	1	2	3	4	5
Appearance	1	2	3	4	5
Attitude toward Work	1	2	3	4	5

Do you feel this person would be a good permanent employee at this time? _____

Why or why not? _____

_____

_____

_____

Date _____ Employer _____

I have discussed this rating with student.
Yes ( ) No ( )

Coordinating Teacher/Counselor's Comments:

EVALUATION PROGRESS CHART

STUDENT'S NAME_____

EMPLOYER_____

From_____ To_____

RATING SCALE

1. Exceptional employee
2. Strong employment potential
3. Satisfactory performance
4. Needs improvement
5. Not employable at this plant

Evaluation Date										
General Behavior and Manners	1									
	2									
	3									
	4									
	5									
Amount of work Performed	1									
	2									
	3									
	4									
	5									
Quality of Work Performed	1									
	2									
	3									
	4									
	5									
Care of Tools and Materials	1									
	2									
	3									
	4									
	5									
Promptness and Attendance										
	2									
	3									
	4									
	5									
Attendance	1									
	2									
	3									
	4									
	5									
Attitude Toward Work	1									
	2									
	3									
	4									
	5									

SPECIAL EDUCATION
"VOCATIONAL TRAINING PROGRAM WITHIN INDUSTRY"

WORK SAMPLE TEST

NAME: _____ DATE STARTED PROGRAM: _____

WORK SAMPLE	DATE	TIME	ERRORS	1	2	3	4	
SORTING								
Mixed Sifter Parts								
Screws								
Sandpaper								
ASSEMBLY								
180 Sifter Assembly								
Nuts & Bolts								
Tags								
Labeling								
FACTORY WAREHOUSE SKILLS								
3 Foot Step Ladder								
8 Foot Step Ladder								
Hand Truck								
Pallet Jack								
Fork Lift								
Box Lifting								
Emergency & First Aid Procedures								

SPECIAL EDUCATION
"VOCATIONAL TRAINING PROGRAM WITHIN INDUSTRY"

WORK SAMPLE TEST

DATE STARTED PROGRAM: _____

DATE	TIME	ERRORS	1	2	3	4	COMMENT

WORK SAMPLE	DATE	TIME	ERRORS	1	2	3	4
TOOL IDENTIFICATION							
TOOL USE							
Regular Screw Driver							
Phillips							
Hand Saw							
Hack Saw							
Hammer Pounding							
Hammer/Nail Pounding							
Drills							
Socket Set							
Scissors Tin Snips							
Crescent Wrench							
Pipe Wrench							
Pliers							
Allen Wrench							
12' Tape Measure							
T Square							
Putty Knife							
Vise							
Hand Drill							
Power Drill							
Skill Saw							
Soldering Iron							

DATE	TIME	ERRORS	1	2	3	4	COMMENT

VISITATION RECORDS

In addition to accurate records of students' progress at work/study stations, it is important for the teacher to keep track of time spent in supervision.

These records will help the teacher evenly distribute supervision time between all students placed on jobs, provide concrete information for use in employer conferences and insure accountability for the amount of time spent outside the school building.

Following are two sample visitation records forms.

WORK-STUDY PROGRAM

Teacher-Supervisor's Record

Student _____

Employer(Co.) _____ Phone _____

Contact Person _____

Job Title _____

Work Schedule _____

Key: U - Unsatisfactory
S - Satisfactory
E - Excellent

Date									
*Attendance									
Quality of Work									
Consistancy of Work Quality									
Attitude									
Apptitude for Job									
Appearance									

(Indicate specific area observed during the visit.)

Did visit accomplish original purpose?

Is any follow-up action planned? If so, what?

Supervisor's Signature

MONTHLY REPORT

Supervisor

Dates Covered

Date Submitted

Date	Place of Buisness (contact)	Purpose				Method				Amount of time spent	Mileage
		Find Jobs	Employer Request	Student Observa.	Task Analysis	In-person	Telephone	Letter	Staffing		

Submitted to: Signature

IDEAS/ACTIVITIES FOR CAREER EDUCATION

In addition to career exploration and vocational training carried out as part of the curriculum these activities may enrich the career education program.

1. Establish job placement file of jobs appropriate for the handicapped through guidance office.

2. Hold joint inservice meetings with teachers, counselors, and employees on training and working with the handicapped.

3. Coordinate special education activities with local youth groups, work programs, etc.

4. Interview recent graduates - find needs of school program.

5. Start work orientation clubs, career clubs, etc.

6. Institute a summer part-time job program.

7. Take advantage of Career Days at local vocational schools, Chamber of Commerce, etc.

8. Orientation of new students to possibilities available through work-study program.

9. Field trips and visitations to local businesses and industries.

10. Provide "Career Corner" in library or other resource center.

11. All-school assemblies centering around careers.

12. Make information on current occupational trends available to students and teachers.

13. Newspaper, T.V. and radio publicity of work-study program.

14. Provide evening and/or summer vocationally oriented classes.

15. Hold Career Day involving community employers.

16. Establish clearing house for part-time jobs.

17. Use Senior Citizens as a resource for information and counseling on the world of work.

PROGRAM EVALUATION

The type of evaluation you use will depend largely on the type of program implemented. While most federal and state grants carry with them a mandated method of evaluation, you should also evaluate your program on a local level. In doing so, there are several sources of evaluation to consider.

Steering Committee

They will be able to evaluate the program on the basis of the elimination of at least some of the needs shown in the original assessment and the completion of the established goals and timeline.

Preferably, the evaluation will be written and will include recommendations for the second year of the program.

Advisory Committee

The advisory committee can provide evaluative information concerning the community's acceptance of the program and their willingness to support continuation of the project. Conducting a random evaluation survey similar to the original needs assessment is one way to accomplish this.

Administration and Faculty

School personnel should evaluate the career education program in relation to other school programs. Since they have direct contact with the handicapped students and see the program operating daily, they can evaluate the program accordingly. They should also be asked to determine whether or not the program has helped eliminate the needs of handicapped students as they saw them.

Parents of the Handicapped

In an informal, personal interview survey of parents of the handicapped, try to determine if they have noticed any change in student's attitude toward school and/or increased interest in career choice and preparation. Parents should also be asked for suggestions for improving next year's program.

Handicapped Students

The students actually involved in the program can probably provide the best source of evaluation. Marked improvement in attendance, academic skills and interest in careers and the development of specific vocational skills all are indicators of a successful program. In addition, asking the students for their opinion of the program and suggestions for improvement can be helpful.

Regardless of the particular sources of evaluation you decide to use, there are specific questions you should be able to answer as a result of the evaluation.

- Did the program meet the basic objectives?
- Did the program eliminate needs determined through original needs assessment?

- Was the timeline followed reasonably closely?
- Did the teacher carry out responsibilities specified in the Work Activity Guide?
- Did the teacher establish community work stations and maintain good rapport with employers?
- Did the teacher keep accurate student evaluation records - both classroom and work-study?
- Were parents informed of the new program and were permission forms obtained when necessary?
- Do employers have a favorable reaction to students working for them and to the total program?
- Are all legal requirements met (work permits, insurance, etc.)?
- Are student's individual handicaps being considered in job placement and classroom work?
- Are handicapped students successfully being integrated into regular classes?
- Is the special education teacher working closely with regular classroom teachers to insure successful mainstreaming?
- Have students shown marked increase in career awareness and interest in vocational preparation?
- Is there any method for placing students after graduation, either through the school or a referral agency (i.e. D.V.R.)?
- Are community resources being used as fully as possible?
- Has the advisory committee met regularly and functionally as a group?
- Has the advisory committee had input into important decisions regarding the program?
- Has the advisory committee worked closely with the steering committee and the special education teacher?
- Has the program been publicized in local newspapers, radio stations, school flyers, etc?
- Are interested community members encouraged to observe the program?
- Has the program received favorable reaction from the community?
- Does the success of the program merit continuation for a second year?

FOLLOW-UP

A follow-up study is one of the most effective methods of determining the success of a program.

Some of the questions which the Follow-up Study should answer are:

1. Is he employed?
2. Is the student working in a job for which he was trained in school?
3. Is he working in a related field?
4. Is he/she in the armed forces?
5. Is he/she continuing occupational education?
6. What was his beginning salary? What is his present salary?
7. How much time since graduation was spent in unemployment?
8. How many times has the student changed jobs?
9. How does the student get to work?
10. Does the student feel he was adequately prepared in school to get his first job.
11. How many students have remained in the area? State?
12. Is the student living independently? with family? in a group home?
13. Does the student have any leisure time activities?
14. Is the student married? have children?
15. Does the student regularly read the newspaper, watch the news?
16. Is the student registered to vote?

Most programs with successful follow-up systems have found that contacting students at one and five year intervals to be most effective.

Two follow-up survey samples are included.

POST GRADUATION QUESTIONNAIRE

Student lives in:
____ Private Home
____ Apartment
____ Residential Facility
____ Other

Student lives:
____ Alone
____ With friend
____ With parents
____ With spouse
____ With other relatives
____ With spouse & parents

Marital Status: Any children?
____ Single
____ Married

Personal Status:

Yes	No	
___	___	Registered to vote
___	___	Read a newspaper regularly
___	___	Have a driver's license
___	___	Did take driver's education
___	___	Do you have any leisure activities (list) _____

_____

Financial Status
____ Saving's Bond
____ Credit Cards
____ Saving's account
____ Checking account
____ Life Insurance
____ Car Insurance
____ Debts over $1,000
____ Own a car

Employment: (X all those student has done)
____ Stayed on W/S job at least 3 months
____ Obtained a new job
____ Attended a trade/technical school
____ Served in Armed Forces
____ Worked as an apprentice
____ None of above

Present Status:
____ Employed full time _____
____ School Attendance _____
____ Military Service _____
____ Employed part-time _____
____ Unemployed _____
____ Employed at home _____

Type of Employment:
____ Clerical & Sales
____ Service
____ Agriculture
____ Skilled
____ Semi-skilled
____ Unskilled
____ Home-making

Which helped you get a job:
____ State Employment Service
____ Newspaper ads
____ Private Employment Agency
____ School (teacher-counselor)
____ Friends or relatives
____ Vocational Rehabilitation Counselor

When did you get your job:
____ Before graduation
____ After graduation

How many jobs have you had since graduation? _____

How has the school helped you:	Great Deal 3	Some 2	None 1
Applying for a job	_____	____	____
Having good work habits	_____	____	____
Being trained for specific job	_____	____	____
Using your spare time	_____	____	____
Getting along with others	_____	____	____
Managing money	_____	____	____
Being part of the community	_____	____	____
Being able to read well enough to get by	_____	____	____
Using good English	_____	____	____
Using mathmatics	_____	____	____

What subjects did you like best in school?

What subjects do you wish you had taken?

REFERENCE CHECK
(WRITTEN)

DATE_____

TO:_____
_____
_____

Dear Sir:

The applicant listed below has indicated that he/she previously worked for your company. We would appreciate your furnishing us with as much of the information requested as possible. Any information you give will be treated confidentially.

Sincerely,

_____

APPLICANT'S NAME_____Social Security No._____
EMPLOYED: From_____to_____Salary: $_____Per_____
POSITION_____
If the above information is not correct please supply the correct information below.

_____

Reason for applicant leaving your employ_____
Would you re-employ? Yes_____No_____If no, why not?_____
_____

Please rate applicant on the following characteristics:

	Poor	Fair	Very Good	Excellent
Quality of Work				
Quantity of Work				
Attendance				
Dependability				
Cooperativeness				
Personal Appearance				
Creativeness				

Date_____ Signed_____

Title_____

Of the following list of personality and character traits, would you please place a check mark (✓) by those which are descriptive of this applicant?

_____ Aggressive
_____ Complacent
_____ Procrastinates
_____ Easily Discouraged
_____ Bold
_____ Timid
_____ Analytical
_____ A Follower
_____ A Leader
_____ Evasive
_____ Direct
_____ Ambitious
_____ Too ambitious
_____ Loyal
_____ Self-centered
_____ A Team-worker
_____ "A loner"
_____ Sociable
_____ Determined
_____ Persuasive
_____ Overbearing
_____ Open-minded
_____ Defensive
_____ Reasonably Happy
_____ Adjustable
_____ Offensive
_____ Positive Thinker
_____ Good judgement
_____ Demanding
_____ Forceful
_____ Easy-going
_____ Nervous
_____ Likes routine

_____ Likes Details
_____ A Do-er
_____ "A Self-Starter"
_____ Unduly Sensitive
_____ Stable
_____ Emotionally immature
_____ Likeable
_____ Boorish
_____ A good listener
_____ Too Talkative
_____ Good Sense of Humor
_____ Too Serious
_____ Self-conscious
_____ Vacillating
_____ Hard-headed
_____ Dedicated
_____ Self-confident
_____ Poised, Good bearing
_____ Authoritative
_____ Deceptive
_____ Admits mistakes
_____ Critical of others
_____ Malcontented
_____ Inspires confidence
_____ Somewhat negative
_____ "Moody"
_____ "A Good Leader
_____ Dogmatic
_____ Excitable
_____ Impetuous
_____ Imaginative
_____ Perfectionist
_____ Gets Things Done

Use the reverse side of this page for any other comments which you think would be helpful in considering this applicant.

PROGRAM IMPLEMENTATION

The following publications have been useful in implementing career education programs.

"Career Development",
and other publications
Curriculum Lab
Rutgers - The State University
Bldg. 4103 - Kilmer Campus
New Brunswick, New Jersey

"Curriculum Guide for the EMR"
"Writing Behavioral Objectives"
and other publications
The Interstate
Danville, Illinois 61832

"Curriculum Guide for the EMR"
Clark County School District
Las Vegas, Nevada 98121

Curriculum Bulletins
Board of Education
2315 Iowa Avenue
Cincinnati, Ohio 45206

"Inservice Training Program - SCERC"
Materials Development Center
University of Wisconsin - Stout
Menomonie, Wisconsin 54751

Career Development - Special Education (K-12)
Publication Editor
Room 727-B, Division for Handicapped Children
Department of Public Instruction
126 Langdon St.
Madison, Wisconsin 53702

Project Report - H-18.199-A-31
Pre-vocational Behavioral Objectives
ISD 105
Yakima, Washington

"Strategies for Implementing Work Study Programs"
and other publications
McKnight & McKnight Publishing Co.
Bloomington, Ill. 61701

"Guide to Jobs for the M.R."
American Institute for Research
710 Chathan Center Office Building
Pittsburg, Pennsylvania

"Dictionary of Occupational Titles, Vol. I & II"
"Supplement to D.O.T., I & II"
Superintendent of Documents
Government Printing Office
Washington, D.C. 20402

Yellow Pages of Learning Resources
MIT
Cambridge, Mass. 02142

"CRT Coordinator's Manual"
and other publications
Coordinating Council for Occupational Education
Airdustrial Way
Olympia, WA

"Career Education, An Idea Book"
Portland Public Schools, Area II
Portland, Oregon

"Wyoming Occupational Resource Kit"
Dr. Robert Schrader
Superintendent of Public Instruction
Cheyenne, Wyoming

AMIDS Teacher Inservice for Vocational Teachers of the Handicapped & Disadvantaged
Link Enterprises, Inc.
P. O. Box 11073
Montgomery, Alabama 36111

A Digest of Resource Activities for Career Education
State of Arkansas, Dept. of Education
Little Rock, Arkansas 72201

Information from Local Employment Security Division

Instructional Approaches to Slow Learners
Teacher's College Press
Teacher's College
Columbia University
New York, N.Y. 10027

Career Education Resource Guide
General Learning Corporation

Following is a list of materials that have been successfully used with handicapped students in a career education program. The list is selective and by no means excludes all the good material available in career education.

"Occupational Essentials"
H. C. Johnson Press, Inc.
2801 Eastrock Drive
Rockford, Illinois 61125

"Be Informed Series"
"The World of Work"
"Occupations 1 & 2"
New Readers Press
Division of Laubach Literacy, Inc.
Box 131
Syracuse, N. Y. 13210

"Living Skills Series"
"Computational Skills Development"
"Occupational Skills Development"
Division of Trade & Industrial Education
University of Alabama
P. O. Box 2847
University, Alabama 35486

"Applying for a Job - A Self-Study Guide"
"Occupational Home Ec. Notebook"
The Interstate
Danville, Illinois 61832

"Coping With Series"
American Guidance Service
Publisher's Building
Circle Pines, Minnesota 55014

"Succeeding In the World of Work" -
Textbook, Work Study Guide, Workbook
McKnight & McKnight Publishing Co.
Bloomington, Illinois 61701

"Steady Job Game", "Basic Skills Inventory", "Career Education" and other materials
Mafax Associates
111 Barron Avenue
Johnstown, Pennsylvania 15906

"Application Forms", "Getting and Holding a Job", "Getting Along Series", "Getting Ready for Pay Day", "I Want a Job" and other publications
Frank E. Richards Publishing Co., Inc.
c/o Roy D. Lyons, Northwest Represent.
6701 North 17th Street
Tacoma, WA 98406

"Building Arithmetic Skills, Books 1-4"
Webster Division
McGraw/Hill Book Co.
San Francisco, California

"Telling Time", "Measure Up" and other publications
Lear Siegler, Inc.
Fearon Publishers
Belmont, California

"Mathematics in Living", Books 1-4
Pruitt Press, Inc.
Boulder, Colorado

Career Development Activities
Howard W. Sams & Co., Inc.
Indianapolis, Indiana

Career Choice & Career Preparation
CCOE
222 Airdustrial Way
Olympia, WA